ISBN 0-8444-0482-9

Instruction Manual for Braille Transcribing

Third Edition, 1984

with 1987 Code Changes

Maxine B. Dorf
In Collaboration with Barbara H. Tate

National Library Service for the Blind and Physically Handicapped

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Washington 1984

Library of Congress Cataloging in Publication Data

Dorf, Maxine B.
Instruction manual for Braille transcribing.

Includes index.
Supt. of Docs. no.: LC 19.6/2:B73/984.
1. Blind—Printing and writing systems—Handbooks, manuals, etc. I. Tate, Barbara H. II. Library of Congress. National Library Service for the Blind and Physically Handicapped. III. Title.
HV1669.D63 1984 686.2'12 84–600330
ISBN 0–8444–0482–9

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Preface to 1984 Edition

In undertaking this revision to the *Instruction Manual for Braille Transcribing,* we have had several purposes in mind: (1) to make it reflect changes in the official Code that have been adopted by the Braille Authority of North America since publication of the 1971 edition, (2) to incorporate suggestions that have come from the field regarding its format and readability, and (3) to include some needed clarifications and additions concerning certain materials that are encountered frequently in current general literature.

Several important structural changes also have been made. Lesson materials have been divided into descriptively titled sections and subsections that are numbered consecutively within each lesson. For this reason, the index now lists references to specific sections and subsection numbers rather than to page numbers. In addition, the format adopted for this edition results in a smaller page size, while at the same time it provides a shorter reading line and larger typeface for drills and exercises. We hope that these changes will enhance the usefulness of the manual to students and instructors alike, and that when future revisions are necessary they can be made more easily and efficiently.

MAXINE B. DORF
Head, Braille Codes Section
National Library Service
for the Blind and
Physically Handicapped
October 1983

Foreword to Students

Purpose and Scope

This manual is designed for use in the correspondence course in English braille transcribing conducted by the Library of Congress and for use by instructors of braille classes generally. The course is intended to familiarize the student with the braille system, with braille contractions and their usage, and with the rules of braille transcribing that are set forth in the latest revision of *English Braille—American Edition.* This publication became the authorized braille code for use in the United States as of January 1, 1959, and it contains all the rules of braille for general literature that have thus far been officially approved by the Braille Authority of North America.

Great care has been taken to ensure that none of the sentences in the drills and exercises in this manual contain words which require the use of contractions not yet studied. While greatly restricting the choice of words and types of sentences in the earlier lessons, this practice helps prevent the student from acquiring the habit of writing words incorrectly.

Appendixes at the back of the manual contain materials useful as references throughout the course. Included are the following: (1) a summary of rules for use of contractions, (2) an extensive list of typical and problem words showing contractions enclosed in parentheses, and (3) an alphabetical index of braille signs.

Most of the problems that are likely to be found in the transcription of general literature are presented and discussed in this manual, and upon successful completion of the course, the student should be competent to deal with these problems. However, no attempt is made here to train the student in the transcription of specialized materials. Therefore, before attempting to braille a textbook of any kind, the transcriber must be thoroughly familiar with the rules provided in the latest revision of the *Code of Braille Textbook Formats and Techniques,* which should be followed consistently. If called upon to braille technical material on mathematics or science, the transcriber first must study the latest revision of *The Nemeth Braille Code for Mathematics and Science Notation.* The transcription of music must be in accordance with provisions set forth in the *Revised International Manual of Braille Music Notation.* These publications may be purchased from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, KY 40206.

All persons using this manual are invited to submit comments, criticisms, or suggestions regarding it to the Braille Codes Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542. These will be studied carefully and given serious consideration in the preparation of any future revision.

Equipment

The following equipment and supplies will be required for use by the student:

1. A copy of the *Instruction Manual for Braille Transcribing,* 1984 Edition, available free of charge from the National Library Service to U.S. citizens enrolled in the course.
2. A copy of the latest revision of *English Braille—American Edition*, also available free of charge from the National Library Service to U.S. citizens enrolled in the course.
3. *Webster's Ninth New Collegiate Dictionary.*
4. Braille transcription paper measuring 11 x 11½ inches. A good source for braille paper is the American Printing House, at the address given above. If paper is ordered locally, specify Jute Manila Tag with the grain running along the 11-inch dimension.
5. A braille eraser, available from the American Printing House or from Howe Press, 175 North Beacon Street, Watertown, MA 02172.
6. A braille writer or a braille slate and stylus.

While there are a number of braille writers on the market, the Perkins brailler has been found to be an eminently satisfactory machine. Purchase information and instructions for its operation are available from the distributor, Howe Press.

If a braille slate and stylus are to be used, we recommend the 40-cell braille slate that is available from Howe Press. This braille slate consists of a metal guide and a wooden board. The bottom strip of the guide has four rows of indented braille cells. The top strip has four rows of cut-outs that fit exactly over the cells and serve as a template for the stylus. Two pegs on the underside of the guide fit into regularly spaced holes at the left and right side of the board. Insert the guide into the set of holes nearest the top of the board, with the hinged side at your left. Before inserting the paper, open the metal guide as you would a book. At the top of the board there is a metal clasp with two prongs on the lower piece. Place the paper well up over the prongs, with its left edge against the hinge of the guide and the 11½-inch dimension of the paper running from left to right. To make sure that the paper is inserted straight, keep the bottom of the paper exactly parallel to the lower edge of the board. Snap the clasp shut and close the metal guide over the paper. The prongs of the clasp hold the paper in place, and the holes made by the prongs make it possible to replace the paper in exactly the same position when necessary. The point of the stylus is used to press the paper into the indented cells, thus forming the desired dots. In doing so, hold the stylus in a vertical position, rather than at a slant, in order to insure a clear, firm dot. Four lines of braille can be written with the guide in the first position. When these lines have been written, move the guide down into the next set of holes without removing the paper. Continue in this manner until the entire page has been completed.

Braille Page Margins

The Library of Congress requires that books produced under its sponsorship be transcribed on pages measuring 11 x 11½ inches, with the braille lines running along the 11½-inch dimension. Volumes with insufficient margins at the left side present serious binding problems; therefore, the Library of Congress must insist that a left-hand margin of *at least* one inch be allowed for this purpose. The right-hand, top, and bottom margins should measure at least one-half inch. This allows for a page of twenty-five lines, which is required for hand-transcribed books.

In order to ensure proper margins and a clear copy of the entire braille page by thermoform duplication, the following should be observed.

Using the Perkins brailler:

For a 38-cell braille line, set left margin to begin in cell 4, and set right margin to end in cell 41.

For a 40-cell braille line, set left margin to begin in cell 2, and set right margin to end in cell 41.

Using the 40-cell braille slate:

For a 38-cell braille line, using tape or some other material, block off the first two cells at the right of the metal guide.

For a 40-cell braille line, use all cells of the metal guide.

Use and Preparation of Drills and Exercises

Material in this manual is divided into nineteen lessons, each of which is subdivided into sections. Lessons 1–15 each contain one or more drills that are designed solely to give the student practice in applying the rules covered in the preceding section. Students enrolled in the Library of Congress correspondence course should *not* submit these drills to the instructor. The braille supplement, *Drills Reproduced in Braille,* that accompanies this manual contains correct transcriptions of all drills. In order to derive maximum benefit from them, it is imperative that the student first braille the material and then compare his work with the corresponding drill in the supplement.

The exercise at the end of each lesson is designed to test the student's ability to deal with problems presented in that lesson and also to serve as a review of previous lessons. These exercises must be submitted to the instructor for examination and correction. Students enrolled in the correspondence course must submit *each* exercise to the instructor at the National Library Service. Only one exercise at a time should be submitted. Those students who are taking instruction elsewhere need submit only the *final* lesson (the trial manuscript) for certification by the Library of Congress.

A 38-cell braille line is required in the preparation of the drills and exercises for Lessons 1-15 in this manual. Unless the student adheres strictly to a line of this length, many of the problems which the drills and exercises are designed to present will not be encountered. A 40-cell braille line is required for Lessons 16-19, and this line length is also required for books transcribed under the sponsorship of the Library of Congress.

The first line of every page of an exercise should carry a centered heading, such as *Excerise One, Exercise Two,* and so on. On the *first* page of each exercise, the heading should be followed by a blank line. Beginning with Exercise Two, consecutive page numbers should be shown at the right margin on the first line of each page. The signature of the student should be affixed at the end of each exercise in both print and braille.

After each exercise has been examined, the student will receive a detailed report from the instructor pointing out any errors noted and making helpful comments and suggestions. Then a new assignment will be made. It is felt that, with the practice provided by the drills and with the assistance of the instructor's reports, it should be possible for students to submit an acceptable exercise on the first or second attempt.

Mailing Materials

The pages of brailled exercises mailed to instructors at the National Library Service should never be folded or rolled. Enclose them in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille. With each new assignment, a postage-free return label will be supplied by the Library.

In preparing the trial manuscript for mailing, be sure that the pages are assembled in proper sequential order with the embossed side facing up. Then tie them securely together. The manuscript should be placed in a box or adequately wrapped to protect it from damage. Students not enrolled in the correspondence course may obtain postage-free labels through their instructors.

Application Form

Send to:
National Library Service for the Blind
and Physically Handicapped
The Library of Congress
Washington, DC 20542

(Last name, first name, initial) (Phone, include area code)

(Address) (City) (State) (Zip)

(Name to appear on certificate)

(Group affiliation) (Group chairperson)

(Address of group, include street and zip)

I want to be certified as a braille transcriber by the Library of Congress.

Please (check the appropriate box):

☐ Examine my trial transcript for certification in braille transcription.

Title of manuscript _____

☐ Enroll me in the Library of Congress free course in braille transcription.

Do you have a copy of the Instruction Manual for Braille Transcribing?

☐ Yes ☐ No

NOTE: Normally this application is submitted with the test transcription or with the first lesson

---

If you have indicated enrollment in the Library of Congress free course, please answer the following questions:

Can you attend a course in braille transcription in your area? ☐ Yes ☐ No

If you cannot attend regularly scheduled classes, would you accept personal instruction from a certified braillist in your area? ☐ Yes ☐ No

---

(Signature) (Date)

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Lesson 1

The Braille Alphabet

1.1 In General

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the *braille cell* in two vertical columns of three dots each. A simple braille character is formed by one or more of these dots, and it occupies a full cell or space.

For convenience, the dots of the braille cell are numbered. On the embossed side of the braille page, the upper left-hand dot is designated No. 1, the middle left-hand dot No. 2, the lower left-hand dot No. 3, the upper right-hand dot No. 4, the middle right-hand dot No. 5, and the lower right-hand dot No. 6.

1.2 Braille Writers and Braille Slates

There are two methods of manual braille transcription—by braille writer and by slate and stylus. The braille writer has six keys corresponding to the braille cell. Beginning at the center, the keys to the left of the space bar are numbered dots 1, 2, and 3; those to the right of the space bar are numbered 4, 5, and 6. With this numbering in mind, the braille letters can be transcribed exactly as memorized. It should be noted, however, that when the braille slate is used, the embossing appears on the underside of the paper. Therefore, the writing must be done from right to left, so that when the page is turned over it can be read from left to right. For this reason, dots 1, 2, and 3 will be written at the right-hand side of the braille cell on the slate; dots 4, 5, and 6 at the left-hand side.

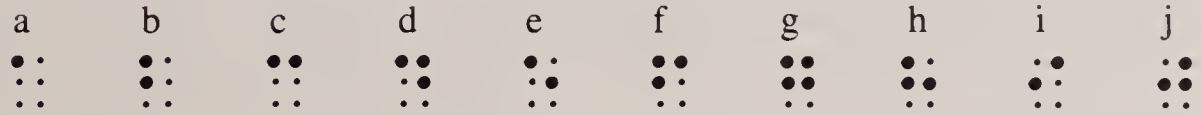
1.3 The First Ten Letters of the Alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell, and they are the foundation of the braille system. The letter *a* is represented by dot 1; *b* by dots 1-2; *c,* 1-4; *d,* 1-4-5; *e,* 1-5; *f,* 1-2-4; *g,* 1-2-4-5; *h,* 1-2-5; *i,* 2-4; and *j,* 2-4-5.

Memorize the following letters by their dot numbers and configurations:

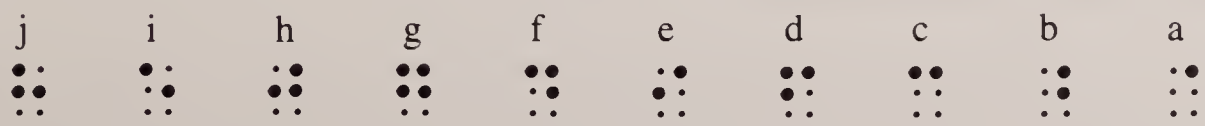
For Writer

a b c d e f g h i j



For Slate

j i h g f e d c b a



Drill 1

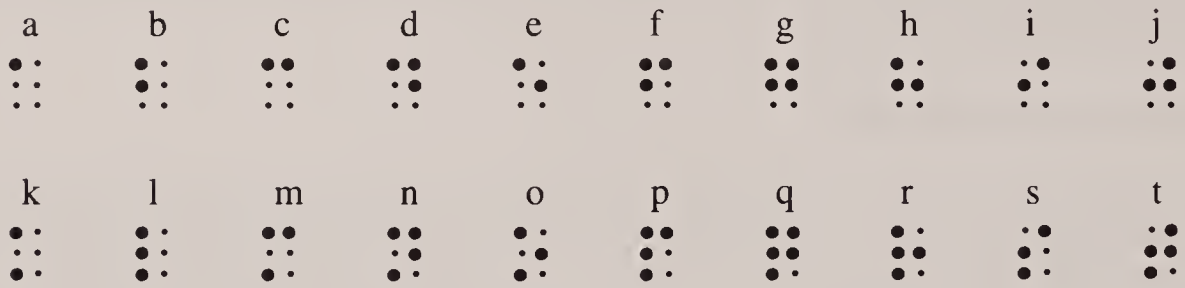
Thoroughly familiarize yourself with the first ten letters of the alphabet by writing the following words in braille. Leave one cell (or space) blank between words. Your work on this and all subsequent drills should *not* be submitted to the instructor for correction. Instead, check the accuracy of your work by comparing it with the correct braille form in the accompanying braille supplement.

acid acacia badge beige cadi cage deface dice ebb egg
fad fief gag gage hag hide id idea jag jade

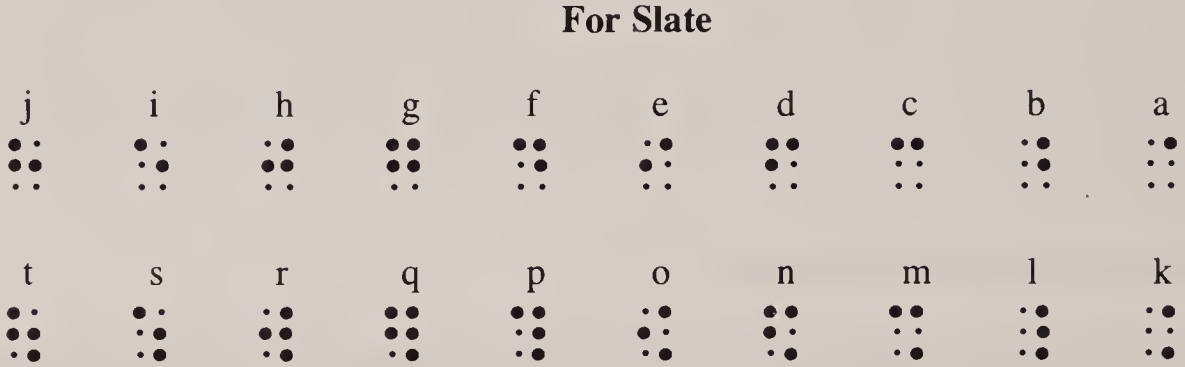
1.4 The Second Ten Letters of the Alphabet

The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, *k* is formed by adding dot 3 to *a*, *l* by adding dot 3 to *b*, and so on.

For Writer



For Slate



Drill 2

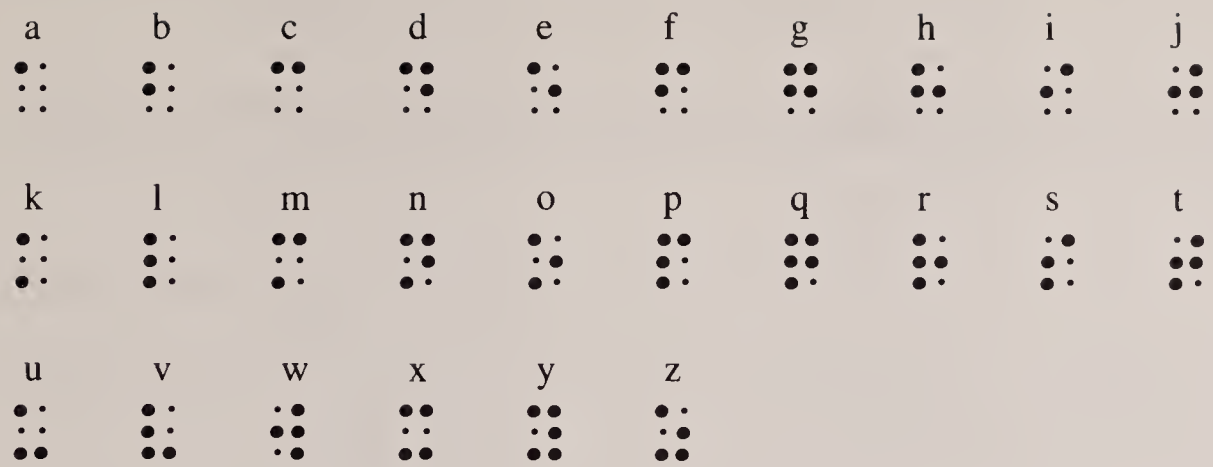
Learn the second ten letters and, for practice in using them, write the following drill.

kettle kneel lair llama manor melon noise notice orange
orphan package possessor rapport rascal simile spoon tragic
trio

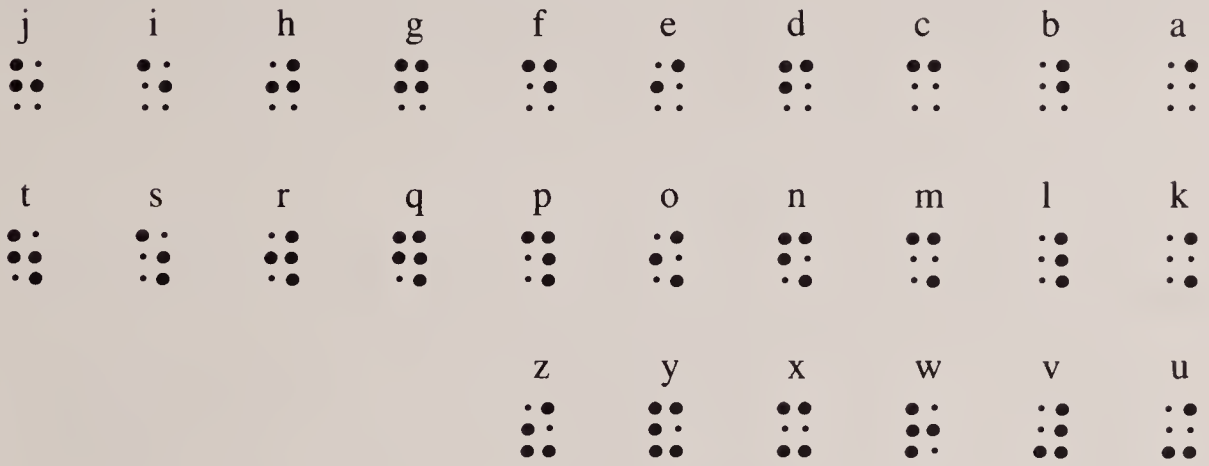
1.5 The Last Six Letters of the Alphabet

The letters *u, v, x, y,* and *z* are formed by adding dots 3 and 6 to the first five letters. Thus, *u* is formed by adding dots 3 and 6 to *a,* and so on. The letter *w,* dots 2-4-5-6, does not fit into this pattern because braille was devised by a Frenchman and the French alphabet did not contain the letter *w* at the time.

For Writer



For Slate



Drill 3

When you have learned the final six letters of the alphabet, write the following words for practice.

ukulele ultimatum vacillate vaguely wield weird quay xylem
yield yeoman zoological zyme qualify xebec

EXERCISE ONE

Prepare the following exercise and submit it to the instructor for correction. On the first line of each page of your work, center *exercise one,* leaving a blank line following it on the first page *only*. Begin each phrase on a new braille line. Write your name in both braille and longhand at the end of the exercise.

jazz tunes
he prays daily
feigns surprise
a frisky poodle
fidgety filly
raw recruits
quixotic exploits
electric elevator
queue up
crack a joke
build a wigwam
gigantic gorilla
attractive tie
lovely lullaby

wry wit
jubilant hallelujahs
olives or onions
vivid pictures
icicles drip
dull adjectives
bridle a pony
wise philosophy
six textbooks
lovely velvet
yuletide joy
a deep divide
true blue
blood circulates

mutual respect
did he dig deep
a brook murmurs
weird spectacle
quizzes puzzle me
labor battalions
unbelievably calm
home sweet home
fireflies flit
brass knuckles
mimic a madman
angry gangs
pretty rosebud
prompt appraisal

Lesson 2

Capitalization, Paragraphing, Punctuation, Cardinal Numbers

2.1 Capital Letters and Fully Capitalized Words

In braille, there is no separate alphabet of capital letters. Instead, capitalization is indicated by placing the capital sign (dot 6) immediately before the letter affected. This and other special signs, which are peculiar to braille, are known as *composition signs*. To indicate that all letters in a word are capitals, the double capital sign (dot 6 placed in two consecutive cells immediately before the word) must be used. When proper names, such as *McKENNA* or *MacDONALD*, are printed in capitals, the letters *c* or *ac* are usually smaller than the other letters. To indicate this in braille, place a single capital sign at the beginning of the name and a double capital sign before the second part of the name.

Drill 4

Practice writing the following to familiarize yourself with the use of the capital sign.

Anita	OKLAHOMA	Faye
MY FAIR LADY	McWilliams	DUNE BOY
Adriatic	Claude	Leon
RADIO GUIDE	MOBY DICK	MacDANIEL

2.2 Paragraphing

Paragraphs are indicated in braille by starting the first word of each new paragraph in the third space, or cell, of a new line. Never leave a blank line between paragraphs unless the print indicates a break in thought by means of extra spacing.

Where print ignores paragraph indention and uses all capital letters in the first few words at the beginning of a chapter or other division, this practice should be disregarded in braille. Such paragraphs should be properly indented and normal capitalization should be used.

2.3 The Period, Question Mark, Exclamation Point, Comma, Semicolon, and Colon

As in print, braille contains special characters to represent punctuation signs. The order and spacing of braille punctuation should follow that shown in print except in specific instances to be covered later in this manual. At no time must more than one space be left following braille punctuation.

Learn the following punctuation signs:

	Writer	Slate		Writer	Slate
period			comma ,		
question mark ?			semicolon ;		
exclamation point !			colon :		

Drill 5

Practice writing the following sentences. Treat each sentence as a paragraph.

I want six items: scissors, buttons, screws, nails, nuts, bolts.
Miss Flynn, take a memo: Call Mr. Phelps at twelve noon; see Mr. Gray at six.
Is John a college graduate?
Give me back my Santa Claus suit!
Nancy does twirl a baton nicely.
I love all animals: cats, dogs, calves, pigs, goats, lambs, etc.
Joanie wants a big blue umbrella.
Take my book; hold my coat!
Turn on a radio at once; an unusual report is on.
Quiet, David, I am afraid! An ugly man knocks at my door.
Donna is exquisitely built.
Does Jimmy want a banana?
Does he want my old bicycle?
Help! Help! My leg is hurt!
Jack loves poetry; give Tom prose.
Aunt Patricia, may I date George next week?
BRIGADOON, an old Broadway play, is a musical.
I want a black cat; a gray squirrel gives Madge joy.
Does Philip love my niece, Hilda?
Kim has five suits: blue, gray, beige, black, coral.

2.4 The Apostrophe, Quotation Marks, Parentheses, and Brackets

Now learn the following additional punctuation signs:

		Writer	Slate
apostrophe	’		
opening double quotation mark	“		
closing double quotation mark	”		
opening single quotation mark	‘		
closing single quotation mark	’		

		Writer	Slate
opening parenthesis	(		
closing parenthesis	)		
opening bracket	[		
closing bracket	]		

Note that, of the characters above, the braille equivalents for brackets and single quotation marks are formed by using the dots in two braille cells.

2.4a Single and double quotation marks. The print punctuation signs are represented by their corresponding braille equivalents.

2.4b **Apostrophe before capital letter.** It should be remembered that the capital sign must immediately precede the letter to which it applies. Therefore, if a capital letter is preceded by an apostrophe, the apostrophe should be written before the capital sign.

2.4c **More than one paragraph in quotes, parentheses, or brackets.** If a passage consists of two or more paragraphs in quotation marks, parentheses, or brackets, the opening quotation mark, parenthesis, or bracket is usually placed at the beginning of each such paragraph, and the closing one appears only at the end of the last paragraph. If the print does not follow this normal procedure, the braille should adhere to it, nevertheless. Of course, this does not apply to passages of conversation, where each speech is enclosed by quotation marks in a separate paragraph.

Drill 6

Practice writing the following sentences, treating each as a paragraph.

"I love my new home!" he exclaims; "twelve nice big rooms!"
Jimmie (a husky boy, age twelve) ate a huge apple pie.
A girl wrote on a slate: "I love all animals, wild or tame."
'Tis true, Johnny doesn't exploit all opportunities at college.
"If Rufus sees 'Hamlet,' I hope he'll take adequate notes," wrote Aunt Lucy.
All budget items [see report on fiscal policies] presuppose rigid economy.
'He irritates me,' Raymond wrote petulantly; 'he calls me "ignorant hillbilly."'
Let's hunt squirrel; next (if Lady Luck smiles), we may get quail too.
"We'll visit Alaska next July," Uncle William agrees; "New York is too hot."
Grant (victor at Vicksburg) drank liquor freely.
He sang an old, old tune, SWEET ROSIE O'GRADY.

2.5 The Hyphen, Dash, and Double Dash

The hyphen, dash, and double dash are represented in braille as follows:

		Writer	Slate
hyphen	-		
dash	–		
double dash	—		

2.5a **The hyphen.** As in print, the principal uses of the hyphen are to divide words between lines and to separate the components of compound words.

A single-styllable word can never be divided. When dividing a multiple-syllable word between lines or between pages, division must be made only between syllables.

Correct syllabication of words is far from easy, and even dictionaries sometimes differ. Until the transcriber has learned correct word division either by memory or by educated instinct, it is advisable to consult a good dictionary. We recommend use of *Webster's Ninth New Collegiate Dictionary* for this purpose. Following are a few observations that may be helpful.

In general, when a vowel is given a long sound in pronunciation, it should come at the end of the syllable; but when a vowel has a short sound, the syllable should include the following consonant. Examples:

Long Vowel	**Short Vowel**	**Long Vowel**	**Short Vowel**
de- grade	deg- radation	pro- fessor	prof- it
fa- mous	fam- ine	pu- nitive	pun- ish
fi- ber	fil- ial		

There are some outstanding exceptions to this practice, as with short vowels followed by *tion, sion,* or *cial,* where the short vowel ends the syllable. Examples:

ambi- tion	revi- sion	spe- cial

Some words are pronounced and divided in two different ways, depending on whether they are used as nouns, adjectives, or verbs. Therefore, it may be necessary to determine from context which part of speech is involved. Examples:

Short Sound	**Long Sound**	**Short Sound**	**Long Sound**
pres- ent [noun]	pre- sent [verb]	prog- ress [noun]	pro- gress [verb]
rec- ord [noun]	re- cord [verb]	prec- edent [noun]	pre- cedent [adjective]
proj- ect [noun]	pro- ject [verb]		

Unfortunately, the recommended dictionary shows only one entry for most of these words, so it is important to note the part of speech and the pronunciation when dividing them between lines.

It should be observed that plurals of nouns are not given in the dictionary if they are formed regularly. Therefore, it is necessary to know that when a plural is formed by adding *es* to a word ending in the *sound* of *ch, sh, j, s, x,* or *z*—or when a plural is formed by adding *s* to words ending in *e* and having the same final sounds—the *es* is a syllable itself. Examples:

match- es	bush- es	hedg- es	dress- es	cas- es
rac- es	box- es	maz- es		

(Further aids in correct syllabication will be found in Lesson 5.)

As a general principle, the maximum number of spaces on a braille line should be utilized. Therefore, wherever there is room on a line for one or more syllables and a hyphen, even on the

last line of a braille page, as many syllables should be written on that line as space will permit. No space must be left between the last syllable on the line and the hyphen. Examples:

a-	bod-	talka-	self-re-
way	y.	tive	liant

Whenever a hyphen appears at the end of a print line, it becomes necessary for the transcriber to determine (1) whether it has been used to divide a word between syllables or (2) whether it separates the components of a hyphenated compound word. In the former case, the hyphen must be omitted in the braille transcription unless it also comes at the end of the braille line. In the latter case, the hyphen must be retained in braille, even though it does not fall at the end of the line. Examples:

Print	**Braille**
some-	somewhere
where	
self-	self-expression
expression	

Compound words are constantly being coined by authors, and many of these words will not be found in the dictionary. Therefore, when a hyphen appears at the end of a print line and the word cannot be found in the dictionary—either as one word or as a hyphenated compound word—it should be treated as a compound word, and the hyphen should be retained.

In a hyphenated compound word, no space should be left before or after the hyphen; however, print copy should be followed as to the spacing of disconnected compound words. Examples:

five- or six-lane freeway	pro-labor or -agriculture vote
mid-April or -May	

A double capital sign placed before a compound word indicates that all letters of the word are capitals. Therefore, the double capital sign should not be repeated after the hyphen. For the same reason, the double capital sign should not be repeated where a portion of any fully capitalized word is carried over to a new line.

Hyphens may also be used to indicate omitted letters in a word. When this is shown in print, an equal number of hyphens (unspaced) should be used in braille.

2.5b **The dash.** A dash can usually be distinguished from a hyphen in print by its greater length. However, since print does not always clearly differentiate between the two symbols in this way, it is sometimes necessary to determine from context which braille symbol to use. This can be done by keeping in mind that the function of the hyphen is to join, while that of the dash is to separate. Thus, the hyphen is required in: *The Tennessee-Valley-Bonneville-Dam philosophy is thought by some to border on socialism;* while the dash is required in: *Many other projects have been inspired by the successful development in the Tennessee Valley—Bonneville Dam, for example*. The hyphen, not the dash, must be used between inclusive dates, as in: *Elizabeth I (1533–1603); Elizabeth II (1926–)*. In braille, no space must be left between the hyphen and the closing parenthesis even though space appears in print.

Although print may be inconsistent in the matter of spacing, in braille a space should not be left before or after a dash—with two exceptions. (1) It may appear either at the beginning or at the end of a line. (2) It should be followed by a space if it ends an incomplete sentence. In the latter case, of course, if the dash is followed by a closing quotation mark or some other mark of punctuation, no space should be left between the two. Although a dash may begin or end a line, it must never be divided between lines. The dash, as a mark of punctuation,

should be in contact with a word. If it falls at the beginning of a braille line and is followed by a space or by other punctuation which is followed by a space, then the last syllable of the preceding word must also be carried over to the new braille line.

2.5c **The double dash.** When a print dash is used to represent an omitted word or name, a double dash should be used in braille, and it should be spaced and punctuated as a word. The braille double dash should also be used to represent omitted letters in a word where such an omission is shown in print by a single dash rather than by a hyphen for each missing letter.

Drill 7

Practice writing the following sentences, treating each as a paragraph.

He is an unhappy man—or is he?
Lucille has on an extremely pretty blue-gray dress.
Philip is a five- or six-trip-a-week pilot.
Jack is a d--n fool.
Jack's pal, Johnny M-----, is a fool too.
TWO-ON-AN-ISLE TALES is a picturesque book.
Tom-on-a-Spot funnies give Alice's playmates joy.
I may take a walk or— No, I don't want my coat.
Well, maybe on my next trip I'll return Amy's gold-piece.
A Mr. — possesses secret files on Russian plans.
Miss Pye, give John my notes—notes I made a week ago.
Lectures on sculpture, poetry, jazz—classical music is taboo—give visitors broad cultural opportunities.
Pa's favorite tune is DEEP PURPLE.

2.6 Cardinal Numbers

There are no special braille symbols for cardinal numbers. Instead, numbers are expressed by the letters *a* through *j* preceded by the *number sign* (dots 3-4-5-6), which is a special braille composition sign. Example:

1
2
10
35

The number sign is always required before a number that is preceded by a space. The effect of this sign is not terminated by intervening commas, colons, or hyphens. However, it is terminated by other punctuation, such as the dash, question mark, or parenthesis. Following such punctuation, the number sign must be repeated. Although numbers joined by the hyphen do not require a second number sign, if the hyphen joining two numbers falls at the end of the braille line, the number sign must be repeated at the beginning of the following line. Integral

numbers may be divided between lines only after a comma. The number sign must not be repeated before the continuation of the number on the following line. Examples:

1939–40 ⠼⠁⠊⠓⠊⠙⠤⠙⠚

1939– ⠼⠁⠊⠓⠊⠙⠤

40 ⠼⠙⠚

300,000,000,- ⠼⠉⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠤

000 ⠼⠚⠚⠚

The number sign is a braille composition sign and it is not the equivalent of any print symbol or symbols. Therefore, it cannot be used to represent the word *number,* the abbreviation *No.*, or the print number sign. The latter should be represented in braille by the abbreviation *No.* followed after a space by the braille number sign and the corresponding braille number. Example:

[print] catalog #1812 [braille] catalog No. 1812

When a print number is preceded by an apostrophe, the apostrophe represents a missing number, so the number sign must precede it. In plural numbers, the apostrophe should be inserted in braille before the *s,* even though it has been omitted in print. Examples:

'59 ⠄⠼⠊⠑ 1930s ⠼⠁⠊⠓⠚⠎

gay '90's ⠛⠁⠽ ⠄⠼⠊⠚⠄⠎

Drill 8

Practice writing the following sentences.

1. Nancy didn't hunt up any 1948-49 pamphlets on Sue's project.
2. Baby Laura, only 16 weeks old, is sick.
3. I want 500 items: 100 dolls, 25 kites, 52 baby bottles, 23 toy monkeys, 36 spoons, 4 knives, 22 cake pans, 38 pie pans, 15 jewelry boxes, 85 suitcases, 35 baby books, 15 fairy books, 20 Japanese kimonos, 30 radios.
4. Miss Brooks directs briskly: "Add six 7s, Class."
5. He has 3 automobiles—a '59 Cadillac, a '60 Dodge, a '64 Buick.
6. Copy all dates on a new page: 1560–65, 1875–81, 1878–1904, 987–1022.
7. Locate catalog #58-9403.
8. Admiral George's boat sank April 16, 1851—'52, I'm sorry.
9. Sun rays promote life—93,000,000 miles away.
10. He cites textbook code 9(2).

EXERCISE TWO

Prepare the following exercise for submission to the instructor. Treat each sentence as a paragraph. Number your pages in braille at the extreme right-hand margin of line 1. *EXERCISE*

TWO in capital letters should be centered on the same line. A blank line following the heading should be left only on page 1. Remember to affix your signature in both braille and longhand at the end of the exercise. Follow these procedures in all subsequent exercises.

1. Frank, a husky man, takes a horseback ride once or twice a week.
2. If all goes well, let's take an Atlantic cruise soon.
3. John asks: ''Did I make Mom mad at me, Dad? I didn't want to.''
4. Joan types well; Lucille tries, gets no place.
5. Gayle groans: ''Oh, Aunt Betty, I hate Diana! Diana is a slim, pretty girl; I'm too fat.''
6. Cuba [see map on page 153] has a sunny climate.
7. Diaz (1450?-1500) made Portugal supreme at sea.
8. ''Tim!'' ejaculates Mom. ''Don't mold clay animals on my new rug!''
9. Joe (a grumpy man) seldom smiles; Joe's wife (luckily) seems happy.
10. At six-fifty a bell tolls sadly.
11. ''I'm late—buses simply crawl on slick, icy roads,'' apologizes Paul.
12. He told an anecdote—grotesque, gory, yet true.
13. ''Oh, don't play silly games,'' he begs; ''let's run a race.''
14. Cora writes: 2590, 2,356,000, 86,357; (cogitates, goes on) 3907, 1961, 1813 (hesitates, totals figures up).
15. Is Egypt an equatorial region? [See African map.]
16. Florida produces citrus fruits—oranges, lemons, grapefruit, limes, etc.
17. Let's take a swim at— Oh, no, I left my trunks at home.
18. Only a few select books get critical approval. [See book reviews, Feb. 15 issue, ''Detroit Daily News.'']
19. DON QUIXOTE is satirical, yet funny.
20. Did he get on a No. 40 or a No. 42 bus?
21. ''Practice Poe's poem 'Annabel Lee,' '' Dr. Johnson told Tom's dramatics class.
22. A neon sign importunes all patrons: SAMPLE MacDONALD'S SPECIAL COCKTAILS.
23. My nephew, Bruce, is on a five- or six-week trip abroad.
24. '' 'Tis true, Juanita,'' spoke Joseph sadly, ''we move next week.''
25. We meet at Mr. ——'s twice a week. We plot espionage.
26. Mr. Fitzpatrick collects textbooks; he has 200 on meteorology, 200 on Greek philosophy, 50 on music, 39 on sociology, 26 on botany, 43 on physiology.
27. ''I hate geography! Maps mix me up!'' Anne sobs.
28. An isosceles triangle [see page 206] is a geometric figure.
29. Dick (Madge's small son) visits my family approximately once a week.
30. If Major Morris is correct—I hope he is—Bill flies home next autumn.
31. Add prefixes: —duce; —rect; —port.
32. I hate a mid-April or -May cold spell.
33. My phonograph (a '57 Magnavox) set me back 250 bucks.
34. John Black is a brilliant man; Tom B---- is a d--n idiot.
35. A GLOBE-DEMOCRAT full-page ad describes a model home on Sunset Drive.
36. ' ''Give me a home run or give me a triple'' is my motto,' says Spillville's cocky second baseman.
37. He sells Aunt Nellie's Home-Made Pies.
38. 1967–68 academic progress at Podunk College surpasses all prior records.
39. He plans on big-volume 1967-68 fur sales.
40. My new pale-blue dress is size 18; once 16s fit me nicely.
41. ''Excuse me,'' Hank corrects, ''my total is 2,365,023 tons.''
42. George Orwell's book pictures 1984—1984, only a decade away!
43. Franz is a born musician—plays well on a piano, an electric organ (pipe organ, too), a cello, a trumpet, a flute, cymbals or drums.
44. ''Next we'll televise 'TWO-GUN JIM RIDES ON,' '' proclaims a husky voice.
45. Bridget O'Toole is a gay old fool.
46. We saw OILY O'NEILL'S ESCAPADES at a local movie.
47. Joe implores: ''May I take a—''

Lesson 3

Single-letter Contractions; Contractions for *and, for, of, the,* and *with*

3.1 Contractions in General

To save space and facilitate reading, certain groups of letters appearing frequently in the English language are represented in braille by special characters known as *contractions* or *signs*. These signs may utilize one or two cells, and they may represent whole words, parts of words, or both. There are definite rules governing the use of contractions, and these will be discussed in detail as the various types of contractions are introduced.

3.2 Single-Letter Contractions

The first type of contraction to be discussed is the one-cell whole-word sign that is represented by single letters of the alphabet. Following is a complete list of these contractions which should be thoroughly memorized.

b	but	k	knowledge	t	that
c	can	l	like	u	us
d	do	m	more	v	very
e	every	n	not	w	will
f	from	p	people	x	it
g	go	q	quite	y	you
h	have	r	rather	z	as
j	just	s	so		

Note that, except for *it* and *as,* all these words are represented by their initial letters. Because the letters *a, i,* and *o* are also single-letter words in themselves, they cannot be used as contractions for other words.

These contractions should be used to represent the words for which they stand, regardless of the part of speech involved. However, contractions for the words *do* and *so* must not be used when these words refer to notes in the musical scale. These contractions should be used to represent proper names, such as "*Will* Rogers" and "Thomas *More*."

It must be emphasized that these contractions can only be used to represent *whole words*. When used as parts of words, they must be regarded simply as letters that have no contraction meaning. Thus, *c* standing alone reads *can;* but *c* cannot be used to represent *can* in *canopy* because this would result in the word *copy*. Similarly, *x* cannot be used for *it* in *merit* and *h* cannot be used for *have* in *haven't*. The letter *s* cannot be added to any of these contractions to form the plural. Thus, the plural of *will* is written *wills,* not *ws*.

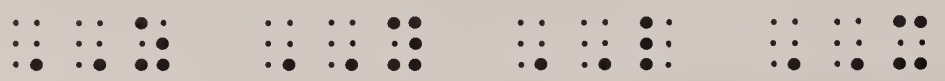
These contractions should be used when followed by the apostrophe in the following combinations *only:*

c's *for* can's	t'll *for* that'll	x's *for* it's
c't *for* can't	t's *for* that's	y'd *for* you'd
p's *for* people's	w's *for* will's	y'll *for* you'll
s's *for* so's	x'd *for* it'd	y're *for* you're
t'd *for* that'd	x'll *for* it'll	y've *for* you've

They may also be used when *'s* is added to a proper name to form the possessive, as in "*Will's* hat" or "Tom *More's* house." They should *not* be used when preceded by the apostrophe in an expression such as *d'you*.

These contractions may be joined by hyphens to other words to form hyphenated compound words, whether such words are written on one line or divided between lines. However, they should not be used to form *parts of words* that are divided at the end of a line. Thus, when the word *likewise* is divided between lines, *l* cannot be used to represent *like*.

Although these contractions consist of single letters, they stand for whole words. When such words are written in full capitals they must be preceded by the double capital sign. Example:

AS YOU LIKE IT 

However, the words *A, I,* and *O* require only the single capital sign when they appear in a passage written in full capitals.

Drill 9

Practice writing the following sentences.

1. You may eat ravioli if you desire, but you will not like it.
2. Every boy can play baseball if he tries.
3. Do not set that empty can on my bookcase.
4. You can't go away from home just yet.
5. I have as big a muscle as you have.
6. He is a just man, but not very humane.
7. Tom's knowledge on that subject is rather vague.
8. Will you put more food on my plate?
9. Will's people will visit us next week.
10. He is not quite as brilliant as my uncle.
11. So few people like that petty politician—he will surely lose.
12. It's true that John graduates from college next June.
13. Will you sew new buttons on my old coat?
14. A milk-can blocks every exit at James More's Dairy.
15. "Deposit all milk-cans on my left," James tells all patrons.
16. If you make a will, I hope you'll not give John that cozy cottage on Willmot Road.
17. Ronald can play do, re, mi on my trumpet.
18. He snubs me, but I will not do likewise, as I feel no ill will.
19. A primitive people's tools seem crude.
20. It'll take a week if you go that way.
21. Self-knowledge is wisdom.

3.3 Whole-Word Contractions for *and, for, of, the,* and *with*

The next group of contractions to be studied is as follows:

	Writer	Slate		Writer	Slate
and			the		
for			with		
of					

These contractions are used to represent either whole words or parts of words. When used as whole words and when two or more of them appear in sequence, these contractions, as well as the word *a,* should be written with no space between them. In the case where two of these contractions should be joined but there is only room at the end of the line for one of them, that one should be written at the end of the line and the other should be carried over to the new line.

These contractions must not be written together if any punctuation or composition signs occur between them. Therefore, when two or more of these words follow one another in titles, headings, or other material which is written in full capitals, they should not be joined, and the double capital sign must be placed before each of the words. However, in a sequence of these words where only the first word is capitalized, the words should be joined because the composition sign does not come between them.

3.4 Part-Word Contractions for *and, for, of, the,* and *with*

In general, these contractions should be used as parts of words wherever the letters they represent occur. Thus, the sign for *and* is used in *hand, sandy,* and *Andrew;* the sign for *for* is used in *forge* and *forum;* the sign for *of* is used in *off, office, sofa,* and *roof;* the sign for *the* is used in *then, Thelma,* and *theory;* and the sign for *with* is used in *withhold* and *withe*. Note that the use of these signs does not depend on pronunciation; whether the vowel is short or long, whether the consonant is hard or soft, or—in the case of the sign for *of*—whether the *o* is part of the diphthong *oo*.

There is a general rule (Section 35a of the Code) that requires that preference be given to use of the contraction that saves the greater amount of space. It is for this reason that the sign for *with* is used in *withe* rather than the sign for *the*.

In Section 34b(2) and (3) of the Code there is also a general rule that a braille contraction should not be used (1) when some of the letters it represents fall into a prefix and the rest fall into another syllable that constitutes all or part of a root or (2) when some of its letters fall into a base word and the rest into a suffix. Thus, where the prefix *pro* is followed by a root beginning with the letter *f,* the contraction for *of* should not be used. Examples:

professor profane profile

The rule cited above also prohibits use of the sign for *of* in words like *photoflood* and *twofold,* and use of the sign for *and* in words like *Vandyke*. However, the sign for *of* should be used in words like *profligate* where both letters fall in the same syllable.

Drill 10

Practice writing the following sentences.

1. The man that lives next door took Theodore and me for a ride on the trolley.
2. He spoke the phrase with emphasis: "The land of the free and the home of the brave!"
3. You will profit from the lecture on mathematical theory, and for once, you will see the value of it.
4. Foreign travel has a twofold purpose: It helps you relax; and it gives you an idea of the way other peoples live.
5. John told Grandpa that juicy bit of gossip, but they withheld it from Grandma.
6. My wreck of a sofa looks as if it came from Holland with the Pilgrims.
7. I will live with and provide for the forlorn old man.
8. I will give the girl I am fond of a brand-new Ford.
9. Matthew gave a book review on Jack London's THE CALL OF THE WILD.
10. We'll take off for Cleveland on a plane and, for the sake of economy, we'll return on a bus.
11. The play at the Orpheum Theatre is just a run-of-the-mill melodrama.

12. Sandra forgot the sandals, the bandanna, the box of candy and the thermos bottle that I left on the sofa.
13. Professor Vandyke will hold a forum on foreign policy.
14. With profuse apologies he gave me back my copy of John Bunyan's ''Pilgrim's Progress.''
15. I will play next Andante from Haydn's ''Surprise Symphony.''

EXERCISE THREE

Prepare the following sentences for submission to the instructor.

1. I will not help you with the essay, for that is not quite fair.
2. He has an adequate theoretical knowledge of the subject but can't apply that knowledge very well.
3. I can go with you, but I'd rather not.
4. We fill every vacancy as soon as we can.
5. Sandy's plane took off from Dulles Airport at noon.
6. I do hope Sandy will have a safe trip.
7. Just a bit of humor helps people forget small worries.
8. Let us write at once and ask for tickets for AS YOU LIKE IT.
9. I'd like more leisure so that I can play more golf.
10. William and Theresa will gather forget-me-nots from the woods.
11. It is not likely that Will's Uncle Sanford will make the grade.
12. Do you want two cans of plums as well as the can of apricots?
13. It is not unnatural that the have-nots feel ill will for the haves.
14. Randolph, will you give Esther that pecan? You ate all the almonds.
15. Let us locate Sofia on the map of Europe.
16. The husky sophomore halfback made the field goal that won the game.
17. That language is very crude and likewise profane; and for a fact I hope you will reform.
18. I'd go with you, but my d--n rheumatism keeps me home.
19. Will you ask for and pay my bill at the hotel?
20. The man I spoke with a week ago came back for more details.
21. Swift's THE BATTLE OF THE BOOKS is a satire.
22. Another of Swift's satires is A TALE OF A TUB.
23. As the happy-go-lucky man races onto the railroad platform, he exclaims: ''I've got no more'n two seconds for adieus!''
24. I feel sure you'd pass the mathematical exam if you'd memorize all the important formulas.
25. ''That ——— so-and-so took off with my diamond bracelet, and I'll get it back—just you wait and see!''
26. The Athenians won a moral victory at Thermopylae.
27. San Francisco, California, has a very unusual climate.
28. It'll provide me with ample funds for the trip if I withdraw that small sum from my safety deposit box.
29. The Vandyke girls will travel with and amuse my small son on the trip.
30. The Netherlands is a land of dikes and canals.
31. The nosy visitor drawls: ''I just met up with Aunt Ethel, and Auntie gave me all the village scandal and 'dirt'.''
32. My elegant new clothes will give my relatives from Canton, Ohio, cause for scandal and suspicion.
33. Fortune is an elusive will-o'-the-wisp.
34. The boy writhed on the grass with agony.
35. A force of 1,000 Yankees securely held the fort despite the valiant assaults of the Rebels.
36. He is not quite as tall as I am, but he is more agile.
37. He spoke with emphasis: ''I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once.''
38. I have a jigsaw puzzle for the boys, and for the girls I have a box of home-made candy.

39. For the next lesson you will practice the Andante of the Sonata.
40. As the fairy waves the magic wand, the mice assume the form of horses.
41. The objective of the naval campaign is twofold, the blockade of the ports of the foe and the removal of the foe's fleet as an active force.
42. Grandpa spoke of the 1890s as a gay and tranquil decade.
43. The plane rose 15,000 feet—a safe altitude for that region.
44. The blue- and gray-clad forces met at the crossroads.
45. The Soviets flood the air waves with official propaganda.

Lesson 4

Part-Word Contractions for *ch, sh, th, wh, ou,* and *st;* Ordinal Numbers; Whole-Word Contractions for *child, shall, this, which, out,* and *still*

4.1 In General

Like the contractions discussed in Sections 3.3 and 3.4, those to be presented in this lesson are used both as whole-word and as part-word contractions. In the case of the contractions *and, for, of, the,* and *with,* the characters represent the same letters whether used as a whole word or as part of a word. However, in the case of the contractions to be studied now, the characters represent certain letter combinations when used as part of a word, but, when standing alone, they represent a whole word beginning with those letter combinations. These contractions and their meanings are as follows:

Contraction Writer	Contraction Slate	Dots	Part Word	Whole Word
⠡	⠡	1-6	ch	child
⠩	⠩	1-4-6	sh	shall
⠹	⠹	1-4-5-6	th	this
⠱	⠱	1-5-6	wh	which
⠳	⠳	1-2-5-6	ou	out
⠌	⠌	3-4	st	still

4.2 Part-Word Contractions for *ch, sh, th, wh, ou,* and *st*

In general, these signs are used as part-word contractions whenever the letters they represent occur within a word. Thus, the sign for *ch* is used in *Chicago* and *scratch;* the sign for *sh* in *shoe* and *hush;* the sign for *th* in *thorn* and *filth;* the sign for *wh* in *what* and *whale;* the sign for *ou* in *proud, four,* and *coupon;* the sign for *st* in *state, past,* and *pistol;* the signs for *th* and *st* in *thistle;* the signs for *ou* and *ch* in *touch;* and the signs for *wh* and *st* in *whitest.*

As stated in the previous lesson, a contraction should not be used where part of the letters fall into a prefix and the rest fall into the root word. Thus, the sign for *sh* should not be used in *mishap* or *mishandle;* the sign for *ou* should not be used in *prounion;* and the sign for *st* should not be used in *mistake* or *mistrust.*

Another general rule (Section 34b(4) of the Code) states that contractions should not be used where they fall partly into one component of a compound word and partly into another. Thus, the sign for *sh* should not be used in *dachshund;* the sign for *th* should not be used in *porthole;*

the sign for *wh* should not be used in *rawhide;* and the sign for *st* should not be used in *cross-trees*.

When the words *Street* or *Saint* are abbreviated *St*. in print they should also be abbreviated in braille, and the contraction for *st* should be used. When they are abbreviated *St* (without the period), the letters, not the contraction, must be used. If these words are spelled out in print, copy must be followed.

4.3 Ordinal Numbers

The contractions for *th* and *st* should be used when writing ordinal numbers such as *1st* and *4th*. It should be noted that in print the second and third ordinal numbers are normally formed by adding the endings *nd* and *rd* to the cardinal numbers *2* and *3*, respectively. Occasionally, however, they are represented by adding only the letter *d* to the cardinal number. In such cases, the letter *n* or *r* should be inserted in braille. Thus, *2d* should be transcribed *2nd* and *3d* should be transcribed *3rd*.

Drill 11

Practice writing the following sentences.

1. Thomas's shrill whistle annoys me.
2. The grouchy old man chases the mischievous boys off the street.
3. Uncle Jonathan has a new shoe store on 21st St.
4. He came from St. Louis, Missouri, only two months ago.
5. The ship will dock at Southampton on the 22d or 23d of April.
6. What d'you expect for Christmas from Uncle Nathaniel?
7. If you make another mistake like that I'll punish you at once.
8. Did Mr. Whitney mishandle the funds of the school?
9. My family simply will not eat any hothouse tomatoes.
10. We will visit Holland, Michigan, for the tulip festival on the 15th of next month.

4.4 Whole-Word Contractions for *child, shall, this, which, out,* and *still*

When these characters are used to represent whole words, they may be joined to punctuation or composition signs with the exception of the apostrophe. The only instances in which these whole-word contractions may be used with the apostrophe are in the words *child's* and *still's*. Thus, the whole-word contraction for *this* should not be used in *this'll* and the whole-word contraction for *which* should not be used in *which'll*.

These contractions may not be joined to other letters or contractions to form parts of words. Thus, dots 1-6 cannot be used to represent *child* in the word *grandchild;* however, this sign is used to represent the letters *ch* in this word. Similarly, dots 1-2-5-6 cannot be used to represent *out* in the word *without;* but this sign is used to represent the letters *ou* in this word.

These whole-word contractions may be joined to other words by the hyphen to form hyphenated compound words, whether such compound words are written on one line or divided between lines. However, they may not be used to form parts of words that are divided at the end

of the line. In the examples below and elsewhere in this manual, braille contractions are shown enclosed in parentheses.

(out)-(and)-(out) (still)-life

(with)- (ch)ild- (ou)t-
(ou)t i(sh) side

Like other whole-word contractions, these signs may be used to represent proper names, such as *(Still) College*.

When *sh* is used to mean an admonition to silence, the contraction for *sh* must not be used because it bears its whole-word meaning *shall* when standing alone. However, where *th'* is used for *the,* the sign for *th* should be used, as in *''Where should this music be? i' th' air or th' earth?''*

Drill 12

Practice writing the following sentences.

1. Which book does the child want for Christmas?
2. Shall I pick out a stylish hat for you?
3. This stout whiskey came from Uncle Josh's new still.
4. My old schoolmate from Chillicothe, Ohio, still pays me a visit every fall.
5. Our grandchild loves the out-of-doors.
6. The child's favorite game is chess.
7. A famous author will soon publish a biography of Joe Stilwell.
8. Without doubt the British make staunch allies.
9. My outside stateroom is quite luxurious and spacious.
10. With two outs and the bases full, Casey struck out.
11. More than likely Ruth Anne will outlive me.
12. The breeze blew my notes every-which-way.
13. ''Sh! They'll detect our hideout.''
14. This'll surely meet with my big brother's approval.

EXERCISE FOUR

Prepare the following exercise for submission to the instructor.

1. The child's worn-out doll is still a favorite toy.
2. Mr. McDougall lives at 4325 43d St., Chevy Chase.
3. Cynthia's hopechest is full of sheets, wash cloths, dish cloths, and other household items.
4. The story of Jonah and the whale thrills my small grandchild.
5. We shall move from St. Paul Street as soon as we can locate a satisfactory house.
6. On the 21st of this month school'll close for a couple of weeks, which'll cause nobody grief.
7. Still College is a famous school of osteopathy, and Still's curriculum is very broad.
8. Christmas celebrates the birth of the Child of Bethlehem.
9. They expect the new baby on the 29th of July.
10. Without Agatha's help we'd have lost the game.
11. You may go outside and play while I wash the floors and polish the furniture.
12. The smallest mishap will cause the failure of our plan.
13. We stand at the threshold of further space travel.
14. He struck the horse with a rawhide whip.
15. D'you suppose I can buy fresh fruit at the store on 22nd Street?

16. ''Let's hunt up an out-of-the-way place for our still,'' proposes Whiskey Joe.
17. The big Apache chief wore an outlandish costume.
18. Every Christmas Grandpa recites for Sheila A VISIT FROM ST. NICHOLAS.
19. Why do you mistrust the Czechoslovakian ambassador?
20. We ate a tasty lunch at a Childs Restaurant and then saw a top-notch play.
21. The boys will take the new shallop for a two- or three-hour sail on the Wabash.
22. Both of the candidates expect an out-and-out victory.
23. This is a list of my husband's favorite authors: Hawthorne, Poe, Whitman, Shelley, Galsworthy, Goethe, Thomas Mann, Balzac, Proust, Chekhov and Dostoevski.
24. Every August we escape the metropolis for a few weeks of outdoor life on the Thousand Islands.
25. Will you publish the story which I wrote?
26. ''If you devour all that fresh fruit you'll get a stomach ache,'' she told the gluttonous child.
27. It's a shame that we can't provide that destitute child a home.
28. A loud cry of anguish came from the boy: ''Ouch! My toothache!''
29. The prounion forces will urge a strike for more safety devices.
30. We plan a trip out west for the fall of '85.
31. ''Sh,'' admonishes the nurse, ''the child's at last asleep.''
32. A storm came up out of the southeast.

Lesson 5

Part-Word Contractions for *ar, ed, er, gh, ow, ble,* and *ing*

5.1 In General

The following contractions are part-word contractions only, and they have no whole-word meanings:

Contraction Writer	Contraction Slate	Dots	Meaning
		3-4-5	ar
		1-2-4-6	ed
		1-2-4-5-6	er
		1-2-6	gh
		2-4-6	ow
		3-4-5-6	ble
		3-4-6	ing

These contractions must be used as parts of words wherever the letters they represent occur except when specific rules limit their use. They should be used when all the letters comprising them fall within a single syllable except where, as noted later, the diphthong or diaeresis *ae* or *oe* is involved. Thus, the sign for *ed* is used in *red* and *need;* the sign for *ar* in *far* and *bare;* the sign for *er* in *fern* and *deer;* the sign for *gh* in *night* and *laughter;* the sign for *ow* in *cow* and *snow;* the sign for *ble* in *marble* and *tumbler;* and the sign for *ing* in *wedding* and *singe*. The sign for *er* should be used in *derivation* because both the *e* and the *r* fall in the same syllable; as will be explained later, it is not used in *derive* because there the syllable division occurs between the prefix and the first letter of the root.

Wherever any one-cell part-word contraction forms the last syllable of a word, there is no need to carry that syllable over to a new line because it could be inserted in the same space that is occupied by the hyphen. However, if such a final syllable is followed by punctuation, it may become necessary to carry the contraction and punctuation to the new line. Examples:

proce(ed)- (ed). s(ch)ol- (ar). tru- (er)!'' (for)(th)- (with).

5.2 Prefixes and Suffixes

Like the contractions previously studied, these contractions should not be used where part of the letters fall into a prefix and the rest fall into a root or base word. Thus, the sign for *ed* should not be used in *reduce* or *deduce, edict* or *predict;* nor is it used in *predate* or *redistribute*. Simi-

larly, the sign for *er* is not used in *derogatory* or *prerogative, erect* or *erupt;* nor is it used in *rerun* or *derail*. The sign for *ble* is not used in *sublet,* nor the sign for *ar* in *infrared*. Note that *se* is occasionally used as a prefix in such words as *seduce* and *seditious,* and in such words the contraction for *ed* may not be used. However, in words like *sedan* where the *se* is not a prefix, the contraction should be used. An exception occurs in the case of the word *sedate,* where the sign for *ed* is not used even though the *se* is not a prefix. Note also that in occasional instances where the letter *e* is the first syllable of a word without being a prefix, it can be combined with other letters to form a contraction. Thus, the sign for *ed* should be used in *Eden* and *edelweiss,* and the sign for *er* should be used in *era, erotic,* and *Erie*.

These contractions should not be used where part of the letters comprising them falls into a base word and the remainder into a suffix. Thus, the sign for *ed* is not used in *freedom* or *boredom,* nor is the sign for *er* used in *imagery* or *riflery*.

5.3 Compound Words

As has been stated previously, contractions should not be used where they fall partly into one component of a compound word and partly into another. Thus, the sign for *ed* should not be used in *kettledrum,* the sign for *er* should not be used in *stateroom,* nor the sign for *gh* in *foghorn*.

5.4 Diphthongs and Diaereses

The letter *e* of the diphthong or diaeresis *ae* or *oe* must not be used as part of a contraction. (See Section 25 of the Code.) Therefore, the sign for *er* should not be used in *diaeresis, aerial,* or *Goering,* nor should the sign for *ed* be used in *Oedipus, encyclopaedia,* or *aedile*. Note, however, that an exception to this rule occurs in easily read words where contractions should be used. Examples:

cano(ed)	(sh)o(ed)
to(ed)	(sh)o(er)

As a practical matter, it seems safe to assume that the *ae* and *oe* combinations are always either diphthongs or diaereses except (1) where a prefix ending in *o* or *a* is added to a base word beginning with *e* or (2) where a suffix beginning with *e* is added to a base word ending in *o* or *a*. In such cases, the following contractions should be used: *ed, er,* and *en,* the last to be discussed later. Examples:

co(ed)uc(ation)	emb(ar)go(ed)	(sh)ampoo(er)
co(en)zyme	subpoena(ed)	woo(er)
co(er)ce	boo(ed)	do(er)

5.5 Trigraphs

In a trigraph, three letters pronounced as a single sound, none of the letters can be combined with letters *outside* the trigraph to form a contraction. (See Section 34b(5) of the Code.) Thus, the *e* of the trigraph *eau,* pronounced *o* in the word *tableau,* must not be combined with the letters *bl* to form the sign for *ble*.

5.6 Avoiding Difficulty in Pronunciation

Another general restriction on use of contractions (Section 34b(7) of the Code) is that they must not be used if their use would cause difficulty in pronunciation. For example, the sign for *ed* should not be used in *Airedale, battledore, skedaddle,* or *predacious;* nor should the sign for *ing* be used in *lingerie* or *distingué*.

5.7 Consonants Pronounced Separately

Certain combinations of consonants normally are pronounced as a single sound—for example, the *gh* combination in *ghost,* the *ng* combination in *king,* and the *wh* combination in *why.* However, in some words the letters in these combinations are given a separate and distinct pronunciation—for example, the *gh* combination in *shanghaied,* the *ng* combination in *isinglass,* and the *wh* combination in *towhee.* Where the letters in such combinations are pronounced separately, they should not be represented by contractions. In the word *dinghy,* where the *n* and *g* are pronounced as two sounds and the *g* and *h* are pronounced as one sound, the sign *ing* should not be used, but the signs for *in* and *gh* must be used.

The letter *g* may have either a hard sound as in *single* and *finger* or a soft sound as in *singe* and *ginger.* In either case, the contraction for *ing* should be used.

5.8 *Ing* or *ble* at the Beginning of Word

There is one restriction on the use of the signs for *ing* and *ble* that does not apply to the other contractions in this lesson, namely, that they must not be used at the beginning of a word. Thus, the sign for *ing* may not be used in *ingot,* nor the sign for *ble* in *blemish.* However, unless other rules prevent it, these contractions should be used at the beginning of a line in a divided word. Examples:

em- morn- Wa(sh)- Bi-
(ble)m (ing). (ing)ton (ble).

5.9 Retaining Usual Braille Form of Base Word

Still another general rule restricting the use of contractions (Section 34b(1) of the Code) is that a contraction should not be used if it would result in an alteration of the usual braille form of a base word. Thus, because the usual braille form of the word *blemish* does not contain the contraction for *ble,* this contraction must not be used when the prefix *un* is added to the base word. Similarly, the word *ingenuous* does not use the sign for *ing,* nor should *disingenuous;* the word *blend* does not contain the sign for *ble,* nor should the word *pitchblende.* In such words the contractions should not be used whether the word is written on one braille line or whether it is divided between lines. Examples:

noseble(ed) nose- unblemi(sh)(ed) un-
ble(ed) blemi(sh)(ed)

5.10 Exception to Rule on Prefixes

As applied to the contractions discussed in this lesson, there is one exception (Section 34c of the Code) to the rule that a contraction should not be used where part of it would fall into a prefix and the rest into the base word. This exception occurs where words beginning with the letter *r* are prefixed by *a.* In such cases, the sign for *ar* should always be used. Examples:

(ar)ise (ar)(ou)se

5.11 Part-Word Signs Standing Alone

Part-word signs that have no whole-word meanings should be used when they stand alone. Examples:

(Ed) [the name] (er) [vocal sound of hesitation]
(ow) [exclamation]

5.12 Choice between Alternative Contractions

5.12a Preference for contractions saving greater space. Where a choice must be made between two different contractions or combinations of contractions, preference should be given to that contraction or combination of contractions that saves the greater amount of space. Examples:

ba(the)s *not* ba(th)es
(with)(er) *not* wi(the)r

5.12b Preference for contractions for *and, for, of, the,* **and** *with*. Where alternative contractions or combinations of them would occupy the same amount of space, preference should be given to the part-word contractions for *and, for, of, the,* and *with*. (See Section 38b of the Code.) Examples:

bro(the)r *not* bro(th)(er)
nor(the)rn *not* nor(th)(er)n
soo(the)d *not* soo(th)(ed)

5.13 Syllabication

As with the plurals of nouns discussed in Lesson 2, the past tense and the past and present participles of regular verbs cannot be found in the dictionary. Therefore, the inexperienced transcriber may have some difficulty in deciding how to syllabize these verb forms. In general, adding *ed* or *d* to the verb to form the past tense does not add a new syllable. Thus, such words as *raced, shaved, brushed, caused, passed,* and *slipped* remain one syllable and may not be divided. However, when *ed* is added to a verb ending in *d, t, dd,* or *tt,* it is pronounced separately and constitutes a new syllable. Examples:

fad-	suspend-	test-
ed,	ed,	ed,
supplant-	add-	butt-
ed,	ed,	ed,

When a verb ends in a *t* or *d* that is doubled before the addition of *ed,* a new syllable is formed; however, the division is made between the *t*s or *d*s. Examples:

nod-	plot-
ded	ted

The foregoing practices apply to verbs only. Care should be taken to distinguish adjectives ending in *ed*—such as *crooked* and *wicked*—where the *ed* does constitute a separate syllable, even though it is not preceded by a *t* or *d*.

When *ing* is added to a verb to form the present participle, it always results in an additional syllable. When only *ing* is added to the base word, it is always a syllable in itself. Examples:

obey-	suffic-	hid-	form-
ing,	ing,	ing,	ing,
flee-	smil-	cross-	
ing,	ing,	ing,	

However, when a final consonant is doubled before adding the *ing,* the added consonant belongs in the syllable with the *ing*. Examples:

grab-	run-
bing	ning

When *er* or *est* is added to adjectives to form the comparative or superlative, this always results in an additional syllable. Examples:

bold-	steadi-	long-	muddi-
er,	er,	est	est

When the base word ends in *ee,*one of the *e*s is retained in the base word, and the other goes with the *st* or *r* to make the final syllable. Examples:

fre-	fre-
er,	est

When a final consonant is doubled before adding the *er* or *est,* the added consonant belongs in the syllable with the *er* or *est*. Examples:

big-	mad-
ger	dest

Drill 13

Practice writing the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, bubble bath, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced, we can't redecorate the living room as planned.
4. He derived a huge profit from the sale of barley last year.
5. They are erecting a mammoth stadium on the shores of Lake Erie.
6. While visiting Switzerland, we learned that the edelweiss is a favorite flower of that area.
7. Carol arose early this morning and studied for the arithmetic test.
8. The colony Sir Walter Raleigh sponsored at Roanoke predated the Jamestown colony.
9. A thorough knowledge of the Spanish language is a prerequisite for the South American service.
10. Oscar's predecessor made the bad mistake of ignoring the wishes of the natives.
11. The Russians slaughtered the Hungarian Freedom Fighters with tanks and artillery.
12. THE TEMPEST is full of striking imagery.
13. The blast of the foghorn warned of lurking danger.
14. The tuberose is a fragrant, white, lily-like flower.
15. Our new neighbors came from the town of Rosedale, Michigan.
16. He plans on making a career of aerodynamics.
17. Dick Hoerner starred for the Los Angeles Rams.
18. The aedile stood guard at the Colosseum.
19. He narrowly escaped capture at Shanghai.
20. Gingerale will quiet an upset stomach now and then.
21. ''I Got Spurs That Jingle Jangle Jingle'' portrays the carefree western cowhand.
22. Her hair is slightly tinged with gray, but her eyes have the sparkle of youth.
23. During the storm the gale blew all the flower pots off the front porch.
24. Arthur sighed as he looked despairingly at the wreckage of the brand-new car.
25. Aloysius is a brilliant scholar, but he will not study without coercion.

26. Despite the fog, Ed's plane landed with no trouble.
27. The child's nosebleed excited all the grown-ups.
28. Doctor Johnston still has an unblemished record as a surgeon.
29. Frederick's nostrils savored the tantalizing aroma of coffee arising from the downstairs flat.
30. "Ow!" shouted the professor as he sat on the tack.
31. "Let's see," pondered Herbert, "it's—er—four more weeks until school is out."
32. She gave Butch a withering look and exclaimed, "I wish you'd bathe every now and then!"
33. She loathed the bitter northern climate; and that is why she soon moved south.
34. The cricket is the harbinger of the early approach of the fall of the year.
35. It is amazing how few people are thoroughly free of vexing problems.
36. The seductive perfume of flowers filled the night air.

EXERCISE FIVE

Prepare the following exercise for submission to the instructor.

1. "The moving finger writes and having writ moves on."—Omar Khayyam
2. The town sorely needed civic progress and a change of politicians.
3. It is highly probable that the bill will pass overwhelmingly.
4. Roger Babson predicted the stock market crash of 1929.
5. George Washington, a redoubtable soldier, excelled as a statesman as well.
6. The two outstanding track stars will rerun the hundred-yard dash.
7. The volcano erupted, causing serious loss of life and property.
8. She will sublet her house during her sojourn abroad.
9. They practiced riflery for an hour.
10. The Atlantic Charter proclaimed the "Four Freedoms."
11. The gift I purchased for my wife will get me out of the doghouse.
12. Are you taking a stateroom for the overnight trip?
13. The kettledrums are slightly off pitch, but otherwise I suppose the high school orchestra is mediocre.
14. My old radio has an outside aerial.
15. Hitler, Goering and Himmler ruled the Reich with an iron hand.
16. OEDIPUS REX is a famous tragedy of Sophocles.
17. The Romans respected the aediles, who kept law and order.
18. Michael's ugly Airedale, Tweedledum, won third prize at the neighborhood dog show.
19. Mary is a predacious female.
20. The British manned the navy during the 1740s with boys shanghaied on the streets.
21. The towhee is a bird, resembling the sparrow, and is a habitant of Eastern North America.
22. Harry vows Margaret sings like a mockingbird, but Paul has another idea.
23. Numerous hardships plagued the settlers during the early years of the colony.
24. William Morrow published Nevil Shute's TRUSTEE FROM THE TOOLROOM posthumously.
25. The United States Army will not tolerate malingerers.
26. The cut on her forefinger bled profusely.
27. On arriving at Boston, Edmond cabled the Chicago office for further orders.
28. The Cherry Blossom Festival is emblematic of Japanese-American mutual respect.
29. The remark you made is far from flattering, I can assure you.
30. Our proceeds from the last bingo exceeded anything we anticipated.
31. I will take care of Woodrow's widow.
32. An unblemished record is a valuable asset for any politician.
33. I arose at six on Easter morning for the purpose of hearing the broadcast of the Sunrise Service from Walter Reed Hospital.
34. Any adverse criticism of America's foreign policy arouses Howard's anger.
35. "Ow!" cried Ed, as the doctor roughly removed the bandage.

36. As the waitress set the salad on the table, he looked at it curiously and queried, ''Do I eat this, or—er—did I?''
37. Her left leg is withered from a childhood paralysis.
38. The melody of The Lost Chord soothes and relaxes my tired nerves.
39. I bathed her feverish brow during her last hours on earth.
40. The Courier-Journal carried a scathing editorial on the abuse of the magistrate's prerogatives.
41. He spoke eruditely and with fervor on the art of the Edwardian Era.
42. Edythe and Erasmus will take the marriage vows on the 17th of March.
43. Rose Marie wore pearl earrings and a brooch set with amethysts for the dress rehearsal.
44. He is approaching eighty years of age and still appears hale and hearty.
45. The sedate Duchess hired a sedan chair for her tour of Shanghai.
46. The governor ordered the seditious periodical suppressed.
47. The doctor ordered a sedative for the hysterical victim.

Lesson 6

Whole-Word Lower-Sign Contractions for *his, was, were, be, in,* and *enough;* Part-Word Lower-Sign Contractions for *in, en, be, con, dis,* and *com*

6.1 Definition of Lower Signs

In addition to the one-cell contractions already studied, there is another group of contractions known as lower signs. These lower contractions are formed by combinations of dots from the middle and/or lower portion of the cell. In other words, none of them contains an upper dot, dot 1 or dot 4. It should be noted that the punctuation signs studied in Lesson 2 are formed in the same manner and are also treated as lower signs. Lower contractions may be either whole-word or part-word contractions or both.

6.2 Whole-Word Lower Signs

6.2a **In general.** We will study first the whole-word lower-sign contractions that are listed below.

Contraction Writer	Contraction Slate	Dots	Meaning
⠓	⠓	2-3-6	his
⠺	⠺	3-5-6	was
⠾	⠾	2-3-5-6	were
⠆	⠆	2-3	be
⠔	⠔	3-5	in
⠢	⠢	2-6	enough

Note that these characters have the same form as certain letters and vary from them only as to their position in the cell. Therefore, in writing them, care should be taken to place them in the correct position. Also note that the whole-word contraction for *enough* is the same as the part-word contraction for *en* that will be discussed later.

6.2b **In contact with punctuation or composition signs.** Some of these contractions also have the same form and position as certain marks of punctuation. Confusion is avoided, however, by a rule which requires that these whole-word lower-sign contractions must never be in contact with any other letter, contraction, word, or punctuation sign, whereas punctuation marks must always be in direct contact with a word or other punctuation. Lower whole-word contractions may, however, be preceded by a capital sign and/or italic sign (to be studied later), which are composition signs rather than punctuation signs. Thus, in the sentence *''His history book was—or rather is—in the same place my books were.''* none of the whole-word lower contractions should be

used. The word *his* could have been contracted if it had been preceded only by the capital sign, but since it is also preceded by the opening quotation mark, it must be spelled out. The contraction for *his* cannot be used in the word *history* because the lower whole-word contractions cannot be in contact with any other letter. The contractions for *was* and *in* may not be used because the one precedes and the other follows a dash. The contraction for *were* may not be used because it would be in contact with the period. On the other hand, in the sentence *The food in his knapsack will be enough for his short camping trip*. all the whole-word lower-sign contractions should be used.

The general rule stated in the preceding paragraph requires that, unlike the whole-word contractions previously studied, these contractions cannot be used even to form hyphenated compound words, because this would bring them into contact with a hyphen, contrary to the rule. Thus, the contraction for *in* must not be used in *brother-in-law* nor the contraction for *be* in *bride-to-be*. However, where such hyphenated compound words are divided between two braille lines, the whole-word lower sign can be used if it starts the new line and is not followed by punctuation. Examples:

bride-to- (st)(and)-
(be) (in)

6.3 *In* and *en* as Part-Word Contractions

The characters representing the whole words *be, in,* and *enough* are also used to represent parts of words. *Be* as a part-word contraction will be discussed later in connection with certain other related contractions. The character representing *in* as a whole word represents the same letters as part of a word; but the character representing *enough* as a whole word represents only the letters *en* as part of a word.

These two part-word lower-sign contractions should be used as parts of words wherever the letters they represent occur, except when specific rules limit their use. These limitations are the same as those applicable to the contractions studied in the preceding lesson. The application to these particular contractions of both the general rule and the limitations upon it may be illustrated by the following examples.

The *in* sign is used in *instant, pine, minor,* and *Carolina*. The *en* sign is used in *enforce, often, senior,* and *Gene*. All these words are governed by the general rule requiring use of contractions wherever the letters they represent occur. Note that their use does not depend on whether the vowel is long or short.

It should also be borne in mind that where rules discussed in the previous lesson prohibit the use of the *ing* sign, the *in* sign should nevertheless be used. Examples:

(In)g(er)sol l(in)g(er)ie

However, the *in* sign is not used in *binomial* or *trinodal,* and the *en* sign is not used in *denominator* or *prenatal,* because one of the letters falls into a prefix and the other into another syllable that constitutes part of a root or of a base word. The *en* sign is used in *enough* when the whole-word contraction cannot be used, because here, though the *e* and *n* fall in different syllables, the *e* is not a prefix. The *en* sign is not used in *toenail* because the *e* falls into one component of a compound word and the *n* falls into the other. In words like *Phoenix* the *en* sign must not be used because the *e* is part of the diphthong *oe* and may not be separated from the *o* to form part of a contraction. However, it should be used in *gastroenteritis* in conformity with the final statement in Section 5.4 of the preceding lesson.

6.4 Application of Preference for *and, for, of, the,* and *with* Signs

In words like *then* and *Athens* the *the* sign and *n* are used in preference to the *th* and *en* signs because of the rule stated in Lesson 5, Section 5.12b, which gives preference to the contractions for *and, for, of, the,* and *with* over any other contractions provided their use does not waste space.

6.5 *En* as Word

When the letters *en* represent a word, as in the expressions *en route* and *en masse* and in the proper name *Chou En-lai,* the contraction must not be used, because standing alone it would take on its whole-word meaning of *enough.*

6.6 Two or More Lower Signs in Succession

Any number of unspaced lower signs can follow one another as long as the series is in contact with a character containing an upper dot. Thus, both the *in* and *en* contractions are used in the word *linen* even though it might be followed by punctuation marks, such as the period and closing quotation mark. The lower signs are in contact with the letter *l.* On the other hand, in dividing a word like *enjoy* between lines, the *en* sign must not be used; the sign and the hyphen would not be in contact with the character containing an upper dot. When two or more lower-sign contractions would follow one another without being in contact with an upper dot, the final lower-sign contraction is sacrificed. Thus, where the word *shortenin'* is divided between lines after the first syllable, the *en* contraction only is used. (See Section 40 of the Code.)

Since dots 3-5 represent both the word *in* and the letters *in* as a part of a word, it is extremely important to determine the proper representation. For example, in the word *shut-in, in* has been joined by a hyphen to another word to form a compound word. As a whole word, the contraction cannot be used since it is in contact with punctuation, the hyphen. Add an *s* to the word to form *shut-ins* and *in* becomes a part of the word *ins,* and the contraction is used. Examples:

''H(er) dress is made (of) l(in)(en).''

hav(en)'t	(sh)ut-in	(sh)ut-(in)s
en-	(sh)ut-	self-(in)-
joy	(in)	flict(ed)

Drill 14

Practice writing the following sentences.

1. The man carried the child in his arms.
2. When they were finished with the interview the clock was striking seven.
3. If you don't hurry we'll be late for dinner.
4. We don't have enough food in the house for the entire weekend.
5. In the initial stages of the war all went well.
6. ''In my opinion,'' the indignant inhabitant of Virginia proclaimed, ''General Lee was indubitably the most outstanding general in the Civil War.''
7. ''I will be—er—in my study if you need me.''
8. When my in-laws invaded our domain I was in a state of frenzy.
9. The bride-to-be showed us her linens and dainty lingerie, including her fancy step-ins.
10. If you insist that I be frank, I will be.
11. How few they were, yet how magnificently they defended the homeland!
12. ''Enough's enough!'' cried the infuriated parent.
13. Dennis is having trouble with denominators which are binomials.
14. His ingrown toenail is giving Henry intolerable pain.
15. You can't deny that the theater is badly in need of a thorough renovating.
16. His enormous hand grasped mine in hearty welcome.
17. Demosthenes was a famous orator of ancient Athens.
18. The insects descended en masse and denuded the fields.
19. If you haven't anything in our price range we aren't interested in looking.

20. ''I's looked high an' low for the shortenin', but you jes' cain't find nothin' in that kitchen,'' fumed Mammy Inez.
21. We just weren't adequately prepared for the attack on Pearl Harbor and the events which followed.
22. The Senator wasn't in, but his secretary greeted us warmly.
23. He finds the climate in Phoenix, Arizona, beneficial for his asthma.

6.7 Part-Word Lower-Sign Contractions for *be, con, dis,* and *com* in General

It will be recalled that in discussing *be* as a whole-word contraction, it was mentioned that this contraction may also be used as a part-word contraction. As such, it is governed by the same or similar rules as three other part-word lower-sign contractions, and these four contractions are shown below.

Contraction Writer	Slate	Dots	Meaning
⠆	⠒	2-3	be
⠶	⠶	2-5	con
⠦	⠦	2-5-6	dis
⠤	⠤	3-6	com

6.8 Contractions for *be, con,* and *dis*

6.8a In general. The contractions for *be, con,* and *dis* are governed by the same rules. They may be used only when they constitute a syllable and occur at the beginning of a word or at the beginning of a line in a divided word unless they are the last syllable of such a divided word. Thus, these contractions should be used in such words as *believe, conduct,* and *district*. They must not be used in such words as *unbelievable, misconduct,* and *indistinct,* where they do not occur at the beginning of the word. Nor should they be used in such words as *belligerent, conch,* and *disc,* where other letters are included in the syllable; or in *coniferous* and *disheveled,* where all the letters do not fall in the same syllable. Although, as mentioned above, the *be* sign must not be used in words like *unbelievable* and *obedient,* it should be used as a syllable at the beginning of the line when it becomes necessary to divide these words after the first syllable. On the other hand, where words like *maybe* and *beacon* are divided between lines, the contractions for *be* and *con* must not be used since they constitute the last syllable of the word. Remember also that in dividing a word like *conduct,* the *con* sign must not be used because it would violate the general rule that two lower signs may not follow one another unless one of them is in contact with a character containing dot 1 or dot 4. Thus:

con-	may-	(dis)o-
duct	be	(be)di(en)t

6.8b In contact with hyphen. The contractions for *be, con,* and *dis* should be used after a hyphen in a compound word, such as *self-discipline*. However, they should not be used in contact with a hyphen in a syllabized word. For example:

Con-nect-i-cut dis-con-c(er)t

6.8c In contact with apostrophe. These signs must never be used before the apostrophe, as in *dis'(ar)mony,* but they may follow it, as in *O'(Con)nell*.

6.9 Contraction for *com*

The contraction for *com* differs from the three contractions just discussed in two important respects. (1) Although, like the others, it can only be used at the beginning of a word or at the beginning of a line in a divided word, it need not constitute a syllable. Thus, this contraction should be used in words like *come* and *coma* as well as in words like *command*. (2) It can *never* be used in contact with a hyphen, dash, or apostrophe. Thus, it may not be used in words like *ex-commander* or *com'ere*. (Note that if this contraction were used in conjunction with the hyphen, the two would give the appearance of a dash.) This rule applies even though a composition sign intervenes between the hyphen or dash and the letters *com*. Thus, the *com* sign should not be used in *ex-Committee Chairman Smith*.

6.10 *Be, con, dis,* and *com* in Abbreviations

If any of these four contractions can be used in a complete word, it also should be used in the abbreviation for that word. Thus, since the *con* sign is used in the word *Connecticut,* it also should be used in the abbreviation *Conn*. Likewise, the *dis* sign should be used in *Dist.,* the abbreviation for *District,* and the *com* sign should be used in *Comdg.,* the abbreviation for *Commanding*. Of course, if the letters comprising any of these contractions constitute an entire abbreviation, as in *Con.* for *Consolidated,* the contraction should not be used as it would result in two lower signs following one another without a space and neither would be in contact with a character containing dot 1 or dot 4. Also, if these contractions could not have been used in the word itself, they should not be used in its abbreviation, as *Belg.,* the abbreviation for *Belgian*.

6.11 The Word *con*

Remember that the contraction for *con* is purely a part-word contraction and therefore cannot be used to represent the whole word *con,* as in the expression *pro and con*.

Drill 15

Practice writing the following sentences.

1. He did look rather bewildered, I confess.
2. I was disconcerted when I learned that residents of the District of Columbia were denied home rule until recently.
3. Connie and Beatrice are constant companions.
4. Disposing of this problem will require the combined efforts of all of us.
5. A considerate child will help when dishes need washing.
6. The neighborhood park can hardly be compared with Coney Island.
7. The chairman of the sub-committee on the conduct of the war lost his self-control when the members became disorderly.
8. Betty's behavior at school was unbecoming for a child of her age.
9. The patient has come out of his coma and has improved considerably.
10. Benedict's wife is president of the Ladies Benevolent Society of St. John's Church.
11. With considerable effort she regained her self-composure.
12. ''Com'ere and help me fix this flat tire,'' called the exasperated motorist.
13. As the boy lay dying on the field of battle, he gasped, ''May God pro-tect the Con-fed-er-a-cy!''
14. The boys who will man our submarines are trained at New London, Conn.
15. Congress debated the issue pro and con for weeks.
16. Ben O'Connor is my choice for the job—come what may.
17. Constable Hemingway pointed his gun menacingly and ordered, ''Come out from be'ind that bar!''

18. That girl makes a habit of being disobedient.
19. The Braves were once idols of Wisconsin.
20. His belligerent attitude is completely incomprehensible.
21. Most people give Sir Francis Bacon credit for having originated the modern scientific method of thinking.

EXERCISE SIX

Prepare the following exercise for submission to the instructor.

1. I do not consider THE BOSCOMBE VALLEY MYSTERY comparable with most of A. Conan Doyle's other stories.
2. Dickens and Thackeray were the two most outstanding British novelists of the nineteenth century.
3. He will be in his late seventies at the end of this century.
4. The doctor was insistent that he not get out of bed until well enough.
5. Give a man enough rope and he'll soon be stringing up washlines for his wife.
6. Benedict Arnold betrayed the United States when he surrendered West Point.
7. My brother-in-law wasn't responsible for the failure of the company.
8. ''Which'll it be, madame, soda or gingerale?'' inquired the bespectacled waiter.
9. He recited Tennyson's ''In Memoriam'' with intense feeling.
10. She says she feels insecure when she rides in a twin-engine plane.
11. Tell the milkman—be sure you make it very plain—that we aren't returning home for three more weeks.
12. His behavior denoted that he was completely undismayed at the unexpected outcome.
13. The enumerators have now completed taking the '80 census.
14. The forenoon meeting will be chiefly concerned with considering the new budget.
15. She is confident that the infrared lamp will benefit her aching back.
16. The denial of freedom of the press is a distinctly totalitarian phenomenon.
17. The Triple Entente was in rapport in matters of foreign policy.
18. I find things like trinomials and logarithms a constant enigma.
19. He abandoned his dinghy on the banks of the Wisconsin River and continued his journey on foot.
20. Virgil's AENEID opens with the flight of the hero from Troy.
21. If he will take daily calisthenics for a few months his physique will be immensely strengthened.
22. It has been rumored that the groom-to-be finds his ardor cooling and is becoming more disenchanted since learning of his betrothed's poverty.
23. ''Come out with yer hands up,'' called the sheriff, ''or I'm comin' in and git yuh.''
24. Having been an ex-commander in the Navy, he was a firm believer in discipline.
25. The inter-continental ballistic missiles program is an indispensable phase of our defense effort.
26. Her hair was disheveled and her clothing was in disarray.
27. Jack Benny might have been an accomplished violinist rather than a comedian.
28. Three-year-old Johnny proudly enunciated for his admiring grandparents' benefit: ''Con-stan-ti-no-ple.''
29. Miss O'Connor will be in charge of the kindergarten this year.
30. As the cockney orator took his place on the rostrum, he began: ''On be'alf of all decent Henglishmen I protest this insolent be'avior of the 'Ouse of Commons!''
31. On the corner, he passed a disreputable-looking stranger, who whined, ''Will you 'commodate me with the price of a cup of coffee, sir?''
32. In a closely-contested race he was chosen Congressman from the 2nd Dist. of Iowa.
33. If you will con the pages of the text diligently, you will find enough material for the essay.
34. When she arrived at the studio, she discovered a hastily-scribbled note saying, ''Called out of town unexpectedly; for next lesson practice Mozart's Con. No. 18.''

35. The new freight rates which the Interstate Commerce Committee has recommended are unbelievably high.
36. If we wait a week or two, maybe he'll change his mind.
37. In looks they might have served as stand-ins for Chou En-lai.

Lesson 7

Whole-Word Lower-Sign Contractions for *to, into,* and *by;* Part-Word Lower-Sign Contractions for *bb, cc, dd, ff, gg,* and *ea*

7.1 Contractions for *to, into,* and *by*

7.1a In general. There are three other whole-word lower-sign contractions in addition to those studied in the preceding lesson. These are:

Contraction Writer	Slate	Dots	Whole Word
⠞	⠞	2-3-5	to
⠔	⠔	3-5, 2-3-5	into
⠃	⠃	3-5-6	by

Whenever these three contractions are used, no space should be left between them and the word, composition sign, or symbol which follows. For example:

Turn (to)(the) left.
(The) book (you) ref(er) (to)has be(en) misplac(ed).
(by)(and)(for)(the) (people)

(to)(go)	(to)(which)	(to)(and) fro
(into)(the)	(by)(er)ror	(by)(and) by

Remember that the maximum number of spaces on the braille line must be utilized. Therefore, if there is not room on the line for the contraction for *to, into,* or *by* and the word or first syllable of the word which follows, then the word *to, into,* or *by* (not the contraction) should be written on that line. If the word is *into,* remember to use the contraction for *in*.

It should be noted that the contraction for *by* is indistinguishable from the contraction for *was,* except that *by* (contracted) must never be followed by a space, whereas *was* (contracted) always must be. This difference makes it impossible, for instance, to mistake the expression *two by two* for *two was two*.

7.1b In contact with punctuation and composition signs. Although the contractions for *to, into,* and *by* may be used before composition signs, abbreviations, and symbols such as the dollar sign, percent sign, etc., they must not be used before any punctuation signs. (Remember that composition signs are those that are peculiar to braille, such as the capital sign and number sign already studied and others, such as the italic and the letter sign, to be studied later.) On the other hand, they may be contracted *after* opening quotation marks, opening parentheses and brackets, or a dash. Thus, these contractions should not be used in the following cases: *He constantly referred to ''duty''* and *''Give it to 'em, boys!''* But they may be used in the following: *''To be or not to be''* and *(into the night—into the cold, hostile night)*. Examples:

(The)y m(ar)(ch)(ed) (into)Fr(ed)(er)icksburg.

Multiply by 10.

7.1c **In contact with other lower-sign contractions.** These contractions should be used before any other contraction which stands for a word or begins a word, with the exception of the six whole-word lower-sign contractions. (To use *to, into,* and *by* in contact with the other whole-word lower signs would violate the general rule previously stated that two lower signs may not follow one another without a space unless one of them is in contact with a character containing dot 1 or dot 4. In such cases, *his, was, were, be, in,* or *enough* must be spelled out.) Although the part-word contractions for *be, con, dis,* and *com* may be used only at the beginning of a word or at the beginning of a line in a divided word, this does not preclude their being preceded by the contractions for *to, into,* or *by*. Examples:

He pass(ed) (by)in a hurry.
He w(en)t (by)(to)pick up (the) book.
(to)(en)joy (by)(con)s(en)t (to)be (into)his

7.1d **Whole-word contractions only.** The contractions for *to, into,* and *by* must not be used as parts of words nor to form a component of a hyphenated compound word. For example:

t(ow)(ar)d by(st)(and)(er) (in)tonate
well-to-(do) by-product

7.1e **Preceded and followed by capital sign.** These contractions may be preceded and followed by a capital sign or double capital sign. Thus, the contraction for *to* should be used in *''To err is human''* and in *To George it seemed simple*. Likewise, the contractions for *by* and *into* should be used in the fully capitalized titles BY THE LIGHT OF THE SILVERY MOON and COME INTO MY LIFE.

Drill 16

Practice writing the following sentences.

1. She missed her train by just five minutes.
2. He will have to have his credentials by the end of the week.
3. He gets into more trouble than most boys.
4. He will drop by the office to make inquiries concerning the new filing system.
5. By this evening I hope to complete the study.
6. From 1952 to 1954, Toby studied aerodynamics.
7. He went from Chicago to Reno by way of St. Louis.
8. Byron was incapacitated by an attack of influenza.
9. ''By the way, will you be able to meet me at nine in the morning?'' Mr. Byrd asked his brother-in-law.
10. He was greeted by ''Hello, you old so-and-so!'' as he entered the room.
11. It is clear (to me, anyway) that the enterprise will be a complete failure.
12. His book, in my opinion, is very poorly written—to be perfectly frank.
13. She complained bitterly: ''To've been prepared might've prevented the disaster.''
14. He took her into his study.
15. By being as inconspicuous as possible, he was able to enter the arena unobserved.
16. You can hardly expect her to consent to moving in with her in-laws.
17. A rise in the cost of living is an inevitable by-product of war.
18. Automobiles began to be popular toward the end of the second decade of the twentieth century.

19. Bit by bit, he was winning the respect of the well-to-do merchant.
20. Innocent bystanders at the scene of a crime may be unwilling to testify.
21. By May 1 he will have completed his basic training.
22. TO HAVE AND TO HOLD is a novel depicting early colonial life.
23. The job opening you asked me to look into seems to be very attractive.
24. On his way to and from school he likes to stop and talk with the old gentleman.
25. With continued effort he will attain his goal by and by.
26. He stopped by to remind me of our dinner date.

7.2 The Double-Letter Signs and *ea* Sign

Six additional lower signs remain to be studied. They are as follows:

Contraction Writer	Slate	Dots	Meaning
⠆	⠒	2-3	bb
⠒	⠔	2-5	cc
⠖	⠲	2-5-6	dd
⠦	⠴	2-3-5	ff
⠶	⠷	2-3-5-6	gg
⠆	⠒	2	ea

7.2a **Used only within words.** It will be noted that, in addition to the meanings given above, each of these characters can also be used to represent some other contraction or punctuation. As such, they would appear either as a whole word, before a word, at the beginning of a word or line, or at the end of a word as punctuation. To prevent confusion, a rule has been adopted that when these characters are used to represent the double-letter signs or the *ea* sign, they must be used only between letters and/or contractions within a word. Thus, they could never be used at the beginning or the end of a word. Likewise, they can never be used in contact with an apostrophe or hyphen. Thus, the *ea* sign should be used in *decease,* the *dd* sign in *added,* and the *gg* sign in *eggs*. However, the *ea* sign must not be used in *easy* or *tea,* the *dd* sign in *add,* the *gg* sign in *egg,* the *ff* sign in *sheriff's,* nor the *bb* sign in *ebb-tide*. Also, keep in mind that, though the *ea* sign is used in a word like *feature,* where such a word is divided between lines the contraction must not be used, because it would then be in contact with a hyphen.

7.2b **Followed by suffix or portion of compound word.** As has been stated, where a word ends with the letters *ea, bb, cc, dd, ff,* or *gg,* the contractions cannot be used. However, if such a word is followed by a suffix or another word to form a different word, these contractions should then be used. Thus, although these contractions may not be used in *stiff, puff,* or *ebb,* they should be used in *stiffly, puffed,* or *ebbing;* and although they must not be used in *tea, sea,* or *egg,* they should be used in *teacup, seashore,* and *egghead*.

7.2c **Preserving usual form of base word.** Where a word beginning with *ea* is preceded by a prefix or another word resulting in the formation of a different word, the *ea* contraction cannot be used because it would result in changing the usual braille form of the base word, contrary to

Section 34b(1) of the Code. Thus, the *ea* contraction must not be used in *uneasy, anteater,* or *northeast,* because it would not be used in *easy, eater,* or *east.* There is one definite exception to this rule, namely, that the *ea* sign should be used in *disease.*

7.2d **Where certain suffixes beginning with *a* are added to base words or roots ending with *e*.** When the word endings *al, an,* and *ate* are added to a base word or root ending in *e,* the *ea* sign should be used. For example:

v(en)(er)(ea)l gigant(ea)n p(er)m(ea)te

Where the suffixes *able* or *age,* or the endings *aginous* or *alogy* are added to base words or roots ending in *e,* the contraction for *ea* must not be used. For example:

(ch)angea(ble) mileage oleag(in)(ou)s
p(er)mea(ble) acreage g(en)ealogy

There is one exception to this rule, the *ea* contraction is used in *lineage,* referring to ancestry.

7.2e **Where final consonant is doubled before adding suffix.** When the final consonant of a word is doubled before adding such suffixes as *ed, en, er,* and *ing,* the double-letter contraction should be used. For example:

ru(bb)(ing) pa(dd)(ed) hi(dd)(en) slu(gg)(er)

7.2f **Overlapping a prefix and a base word or root.** When a prefix ending in *e* is added to a base word or root beginning with *a,* the *ea* sign should not be used. For example:

pream(ble) readju(st)

It should be borne in mind, however, that in a word like *realize,* where the *re* is not a prefix, the *ea* contraction should be used. On the other hand, the signs for *bb, cc, dd, ff,* and *gg* may overlap syllable divisions that occur between a prefix and the root of a word. For example:

a(bb)reviate a(cc)(en)t a(dd)ict
e(ff)ect a(gg)riev(ed)

7.2g **Overlapping components of compound words.** When the letters comprising any of these contractions fall partly into one component of a compound word and partly into the other, the contraction should not be used. For example:

p(in)eapple dumbbell h(ea)ddress poleax

The word *subbasement* is treated as a compound word rather than as a base word preceded by the prefix *sub;* therefore, the *bb* sign is not used.

7.2h **In diphthongs and trigraphs.** It should be remembered that the letter *e* of the diphthong *ae* must not be combined with another letter in order to form a contraction. Thus, the *ea* sign cannot be used in *paean,* because the *e* is part of the diphthong *ae*. However, in the trigraph *eau* the *ea* sign is used, because both its letters fall within the trigraph. For example:

tabl(ea)u b(ea)u

7.2i **Preference given to other one-cell contractions.** In case a choice must be made between two alternative contractions, always use any alternative one-cell contraction in preference to *ea* or the double-letter signs. Thus, the *ar* sign is used in preference to the *ea* sign in words like *learn* and *bear,* the *ch* sign is used in preference to the *cc* sign in words like *saccharine,* and the *ed*

sign is used in preference to the *dd* sign in words like *meddle* and *wedding*. Also, the *of* sign and *for* sign are used in preference to the *ff* sign in words like *office* and *effort,* and the *the* sign in preference to the *th* and *ea* signs in words like *theater*. Likewise, the *ble* sign is used in preference to the *bb* sign in words like *bubble,* and the *and* sign is used in preference to the *ea* sign in words like *meander*. The results in *effort, bubble,* and *meander* also save more space.

Drill 17

Practice writing the following sentences.

1. When he saw the cop put his finger on the trigger he gave up the struggle.
2. Succor was not slow in arriving for the sufferers from the disaster.
3. Suddenly the hubbub ceased.
4. You may think it odd, but I simply will not eat cabbage in any form.
5. ''I kin go out with a diff'rent dame every night,'' boasted the sheriff's son.
6. She was a stiff-necked old aristocrat and refused to mingle with the rabble.
7. The leader of the plot was accused of treason.
8. We are weary of being treated like riffraff.
9. Mr. Eaton was puffing contentedly on a huge cigar.
10. Eddie is as proud as a peacock of his new Ford.
11. For dinner we were served meatloaf, French-fried eggplant, carrots and peas, cabbage salad, French bread, coffee, peaches and cream and white cake topped with fluffy marshmallow frosting.
12. Venereal disease was quite prevalent in the armed forces during 1917-18.
13. Leander was arrested as the result of a brawl in a downtown speakeasy.
14. The house was deserted, and an uneaten meal was still spread on the table.
15. He was taken prisoner by the Chinese Communists in the Korean War.
16. I was agreeably surprised by the fine delivery of the valedictory speech, which was given at the baccalaureate exercises.
17. Mr. Webb says he gets more mileage per gallon of gasoline with his new Rambler.
18. He left his Chevrolet at the garage to have the carburetor readjusted and the wheels realigned.
19. I believe that the realtor will accept considerably less than the price he quoted.
20. President Truman made monkeys out of the political wiseacres who were predicting a Republican victory in 1948.
21. Her new beau is taking her to the theater this evening.
22. The streets were littered with rubble following the storm.
23. It was a tremendous effort for the crippled man to hobble up the steps.
24. When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.

EXERCISE SEVEN

Prepare the following exercise for submission to the instructor.

1. By curtailing his expenses sharply, he was able to save enough to go to college.
2. The alchemists of the Middle Ages were preoccupied with trying to change the baser metals into gold.
3. By jet, it is possible to go from Baltimore to Los Angeles in four hours.
4. His research on the project will continue into 1984.
5. By July 1, he will be ready to open his office in that well-to-do neighborhood.
6. ''What do you mean by 'due process of law'?'' asked the judge sternly.
7. From the radio issued the voice of a crooner pouring his heart and soul into ''To Each His Own.''
8. The story (to be continued in the next issue) is filled with horror and suspense.

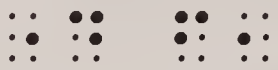
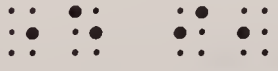
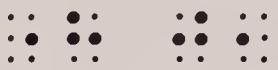
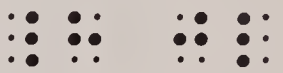
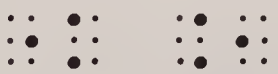
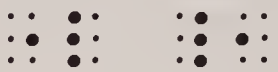
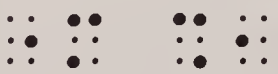
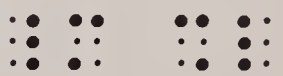
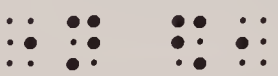
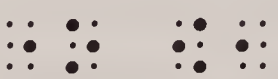
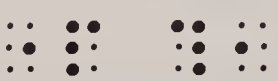
9. The problems of space travel—to a boy this is a fascinating subject—were discussed at length in Bobby's essay.
10. ''Please don't make me devote the whole evenin' to 'rithmetic and readin','' begged Buddy.
11. It will be to his advantage to study chemistry in high school, since he is planning to be a doctor.
12. Teddy is going to compete in the track meet as a discus thrower.
13. Sir Walter Raleigh introduced tobacco into England.
14. The bylaws were amended to permit voting by proxy.
15. You may rest assured that his homecoming will create a big to-do.
16. He was engrossed in reading A TRIP TO THE MOON by Jules Verne.
17. The motto that he lives by is ''Early to bed, early to rise, makes a man healthy, wealthy and wise.''
18. The strikers refused to let anybody go into or out of the plant.
19. The ship hove to a few miles outside the harbor.
20. He sat on the edge of the raft lazily swinging his legs to and fro.
21. His analysis is, by and large, the most convincing I have heard.
22. The sheriff then placed handcuffs on the ruffians and led them off to jail.
23. The intoxicated youth staggered and fell onto a pile of luggage standing on the platform.
24. For his breakfast Pearl was preparing bacon and eggs.
25. Following the meeting of the Ways and Means Committee, the affable hostess served tea and muffins.
26. A staff officer was dispatched with orders to open the artillery barrage.
27. It's the bailiff's duty to keep order in the courtroom.
28. Most movie theaters show a double feature now and then.
29. Oddly enough, the train arrived on schedule.
30. It is a custom in our household to serve eggnog during the Christmas season.
31. The widespread use of penicillin and other antibiotics has considerably reduced the danger from certain diseases.
32. Uneasy rests the head that wears a crown.
33. The ship's compass showed that we were headed southeast.
34. The Charge of the Light Brigade took place during the Crimean War.
35. In the beginning God created the heaven and the earth.
36. His entire demeanor was permeated with an air of insufferable conceit.
37. We are determined to recover our property by all possible peaceable means.
38. At last he was to realize his dream of becoming the proprietor of a small acreage.
39. Oatmeal and cream of wheat are popular breakfast cereals.
40. Enrico Fermi was an outstanding nuclear physicist.
41. The handbill read: ''We trace any genealogy and guarantee to provide you with an imposing lineage.''
42. A single juror kept doggedly reasserting his belief that the accused was innocent.
43. His address to the affiliate accentuated his eccentricities.
44. The headdress worn by Chief Rain-in-the-Face was made of extra-fine feathers.
45. In making a gelatin salad, do not use fresh pineapple.
46. By way of a preamble to the ceremonies, the scoutmaster gave a brief history of the Boy Scouts of America.
47. The eastern sky was lighted by the soft rays of a roseate dawn.
48. The scene in the humble cottage presented a tableau of heart-warming domestic bliss and harmony.
49. The funeral sermon was full of paeans of praise for the deceased leader.
50. ''Caveat emptor'' is a legal maxim which allows advertisers considerable leeway.
51. Saccharin is used as a sugar substitute in diabetic diets and as a noncaloric sweetener.
52. The old peddler can afford to sell his vegetables cheaper, since he has no overhead expense.
53. A meandering stream babbled merrily in the quiet forest.

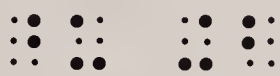
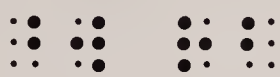
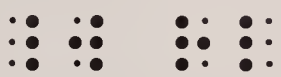
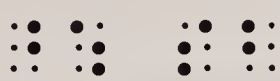
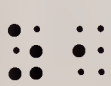
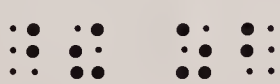
Lesson 8

Initial-Letter Contractions

8.1 In General

With the exception of the contraction *into,* all the contractions studied thus far have been one-cell contractions. All those remaining will be two-cell contractions. These are known either as initial-letter or as final-letter contractions. The former, which will be studied now, are formed by preceding the initial letter or initial contraction of the word by dot 5, dots 4-5, or dots 4-5-6. Following is a complete list of the initial-letter contractions.

Dot 5		Dots 4-5		Dots 4-5-6	
Writer	**Slate**	**Writer**	**Slate**	**Writer**	**Slate**
---	---	---	---	cannot	
day 		---		---	
ever 		---		---	
father		---		---	
here 		---		had 	
know 		---		---	
lord 		---		---	
mother 		---		many 	
name 		---		---	
one 		---		---	
part 		---		---	
question		---		---	
right		---		---	
some		---		spirit	

	Dot 5		Dots 4-5		Dots 4-5-6	
	Writer	Slate	Writer	Slate	Writer	Slate
time			----------		----------	
under			upon		----------	
work			word		world	
young			----------		----------	
character			----------		----------	
through			those		----------	
where			whose		----------	
ought			----------		----------	
there			these		their	

The general rule governing initial-letter contractions is that they should be used either as words or as parts of words when they retain their original sound. Thus, the initial-letter contractions are used in the following examples:

ye(st)(er)(day)	(ever)y(where)	l(ever)	s(ever)al
gr(and)(father)	ad(here)s	un(know)n	l(and)(lord)
s(mother)(ed)	re(name)d	(question)naire	b(right)
(time)r	m(ar)i(time)	(th)(under)	(work)(ing)
(young)(st)(er)	(there)by	(character)i(st)ic	(through)(ou)t
(where)(upon)	(ought)n't	(for)e(word)	(had)n't
G(er)(many)	(spirit)ual	(under)(world)	(their)s

On the other hand, the contraction for *ever* should not be used in words like *evert, severe,* or *fever;* the contraction for *here* should not be used in *heresy;* the contraction for *time* should not be used in *centime, centimeter,* or *Mortimer;* the contraction for *under* should not be used in *launder;* the contraction for *there* should not be used in *ethereal;* the contraction for *ought* should not be used in *Houghton,* since the first syllable is pronounced with the long sound of *o;* the contraction for *word* should not be used in *sword;* the contraction for *these* should not be used in *theses;* nor should the contraction for *had* be used in *Hades.*

The following are exceptions to this general rule. The contraction for *know* is used in *acknowledge* and its derivatives, and the contraction for *ought* is used in *drought* and *doughty* and their derivatives, although in these words *know* and *ought* do not retain their original sound.

8.2 Modifications of General Rule

There are some modifications of the general rule with respect to three of these contractions, namely, *one, some,* and *part.*

8.2a **Sign for** *one*. The contraction for *one* is used whenever *o* and *n* are in the same syllable even though the combination does not have the sound of *one;* but it should not be used when the *n* begins a new syllable. Thus, the contraction should be used in words like *gone, phone, honest, money,* and *monetary;* but it should not be used in words such as *phonetic, pioneer, colonel, coronet,* or *anemone*.

8.2b **Sign for** *some*. The contraction for *some* should be used only where the letters it represents retain their original sound and form a complete syllable in the base word. For example, this contraction should be used in *handsome;* and it should also be used in *handsomer* and *handsomest,* because it not only retains the sound of *some* but it also constitutes a complete syllable in the base word *handsome*. On the other hand, it cannot be used in words like *blossomed* and *ransomed,* because the syllable *some* does not appear in the base words *blossom* and *ransom*. Nor can it be used in words like *somersault,* because such a word is itself the base word and in it the letters *some* appear in two different syllables. Finally, this contraction should not be used in words like *chromosome* and *gasometer,* because the letters do not retain their original sound.

8.2c **Sign for** *part*. Except where other rules prohibit, the contraction for *part* must be used unless the prefix *par* is followed by any form of the word *take*. Thus, this contraction should be used in words like *impartial, particular, parterre, repartee,* and *Spartan;* but it should not be used in words like *partake, partook,* etc.

8.3 Preference for One-Cell Contractions

Where a choice must be made between a one-cell and a two-cell contraction, preference must be given to the former unless use of the latter would result in saving space. (See Section 35b of the Code.) The most common instances where this rule is applied occur where the letters *d, r,* or *n* follow *one* or *here*. In such cases, the contractions for *ed, er,* and *en* should be used in preference to the contractions for *one* and *here*. Examples:

(st)on(ed)	prison(er)	coh(er)(en)t
adh(er)(ed)	adh(er)(er)	

Other applications of the general rule occur in *haddock* where the one-cell contraction *dd* is used in preference to the two-cell contraction for *had;* and in *Parthenon* where the contraction for *the* is used in preference to that for *part*.

8.4 Digraphs and Trigraphs

A contraction must not be used if such use would disturb the pronunciation of a digraph or trigraph. (See Section 34b(5) of the Code.) Therefore, the contraction for *here* must not be used in *atmosphere* nor the contraction for *one* in *Boone*.

8.5 Indicating Correct Pronunciation

Where a choice must be made between two consecutive contractions in order to avoid misspelling, preference should be given to the contraction which more nearly indicates correct pronunciation. (See Section 35c of the Code.) Thus, *wherever* should be contracted (wh)(er)(ever) rather than (where)v(er); *where'er* should be contracted (wh)(er)e'(er) rather than (where)'(er); and *dispirited* should be contracted di(spirit)(ed) rather than (dis)pirit(ed).

Drill 18

Practice writing the following sentences.

1. Beverley comforted her small brother by saying, ''Mother promised that she and Father will take us fishing one day soon.''
2. ''How can you ever forget the words of 'The Lord's Prayer'?'' Grandmother scolded young Gaylord.
3. You know you cannot remain here forever without money.
4. How many North American birds can you name?
5. There can be no question of our right to insist upon the work's being done promptly under the terms of the contract.
6. We were rather surprised to learn that some of our neighborhood boys had taken part in the street riots and that some had been named as instigators.
7. Everyone ought to take some time each day for reading.
8. In these days of supersonic speed one can travel to any part of the world in no time at all.
9. To those who have character and a spirit of adventure the Navy is very appealing.
10. Through the help of their families, the young couple was able to weather the financial crisis.
11. Unquestionably, where there is smoke there is fire.
12. We hope that the party will be a big surprise for Grandfather, whose birthday is next Friday.
13. He thought that since he had plenty of money he'd be treated like a king wherever he went.
14. One can gain a sympathetic understanding of Negroes through their spirituals.
15. The characteristics of the adult are inherent in the chromosomes of the embryo.
16. The untimely death of the doughty captain plunged the entire ship into an atmosphere of gloom.
17. The professor reluctantly acknowledged that the students needed more time to complete their theses.
18. Wordsworth referred to the skylark as the ''Ethereal Minstrel, pilgrim of the sky.''
19. Eight-year-old Thaddeus began his Mother's Day poem with: ''Where'er I wander, where'er I roam, I sit there and ponder on Mother and home.''
20. Pat Boone, the crooner, starred in JOURNEY TO THE CENTER OF THE EARTH.
21. The onerous task of participating in the ceremonies is too burdensome for me to assume.
22. The grown-ups partook of a light lunch of biscuits and honey and tea and then went out onto the veranda and watched the youngsters turning somersaults and cartwheels.
23. He is the handsomest boy in the class, and therefore he is never without a date.
24. He was captured by a band of outlaws but was soon ransomed by his father.
25. The housemother admonished the girls and told them severely that no dessert was to be served until the finnan haddie had been eaten.
26. Germany invaded Poland in September, 1939, whereupon the British, whose word had been pledged, proclaimed a state of war.
27. His feverish dreams were haunted by shadowy figures out of his past.
28. The only seats to be had on opening night were a couple in the parterre.

EXERCISE EIGHT

Prepare the following exercise for submission to the instructor.

1. Yesterday Mortimer started to work on his part-time job for his father-in-law.
2. The name of Lord Nelson, who defeated the French fleet at Trafalgar, is revered by the British people.
3. Some of the questions in the questionnaire had to be answered ''yes'' or ''no.''
4. Wherever he went he was under the close scrutiny of the police.
5. The youngsters are planning a big surprise for their mother for Mother's Day.

6. Though lonesome and frightened, the young lad was none the worse for the night spent in the woods.
7. You cannot go on forever spending more money than you earn.
8. Here and there the sun peeped through the clouds.
9. I don't know whether or not I want to go to Germany, as I don't understand a word of the language.
10. ''How many guests do you expect at the party?'' asked the spirited young man.
11. One of the outstanding characters in the play is a typical man of the world.
12. ''These are the times that try men's souls,'' wrote Tom Paine.
13. Those whose houses are made of glass ought not to throw stones.
14. Many fairy tales start with the words ''once upon a time.''
15. Several cases of typhoid fever were reported in the flooded area.
16. It has been remarked that one might move the world with a lever if he had something to rest it upon.
17. He continued to adhere to his beliefs even though he was condemned as a heretic.
18. Those of us whose lives are spent in the Western Hemisphere know scarcely anything of life in the Orient.
19. Norman Thomas was the acknowledged leader of the Socialist Party for many years.
20. She was unable to smother a yawn as he continued to recite the boring particulars of his journey.
21. The name of Daniel Boone is familiar to every Kentuckian.
22. Mrs. Hadley was impressed with the beauty of the Parthenon.
23. She bought a miniature sword from a Parisian shop for a few centimes.
24. Sir Francis Drake began his maritime career by plundering Spanish galleons.
25. Through modern machinery laundering is made easier for the housewife.
26. Many doctorate theses involve hard and painstaking work.
27. The old abandoned enamelworks is being leased for a new factory.
28. The copyright for this book is owned by Houghton Mifflin Co.
29. PARADISE LOST by John Milton tells of Lucifer's fall from ethereal splendor to the underworld of Hades.
30. Old-time gas ranges were not equipped with timers.
31. My grandmother had saved enough coupons for a handsome new set of luggage.
32. During the drought years of the early '30s many farmers were hard-pressed for money.
33. John Paul Jones was one of the early pioneers of the American Navy.
34. Abraham Lincoln was known by the nickname ''Honest Abe.''
35. Colonel Doubleday cherished the family heirlooms even though they had no monetary value.
36. The baronet purchased one of the handsomest villas in Scotland.
37. Spring had arrived early, and the lovely anemones had blossomed in the near-by woods.
38. One's hereditary characteristics are determined by his chromosomes.
39. He partook generously of the sparkling beverage and fell into a deep reverie.
40. The prisoner's response to the chaplain's words of solace was incoherent.
41. Everett was too dispirited to participate in the holiday festivities.
42. OF HUMAN BONDAGE was one of W. Somerset Maugham's earliest successes.
43. Wherever he goes he orders haddock or swordfish.
44. Illinois permits the death penalty, whereas Wisconsin does not.
45. He is not as prosperous now as he was heretofore.
46. Dubuque, Iowa, was named for Julien Dubuque, a fur trader who built a fort there during the French occupancy.

Lesson 9

Final-Letter Contractions, Contractions in Proper Names

9.1 Final-Letter Contractions

9.1a **In general.** Final-letter contractions are formed by preceding the final letter of the letter combination by dots 4-6, dots 5-6, or dot 6. The following is a complete list of these contractions.

Dots 4-6			Dots 5-6			Dot 6		
	Writer	**Slate**		**Writer**	**Slate**		**Writer**	**Slate**
ound	⠰⠙	⠰⠙	----------			----------		
ance	⠰⠁	⠰⠁	ence	⠰⠑	⠰⠑	----------		
----------			ong	⠰⠛	⠰⠛	----------		
----------			ful	⠰⠇	⠰⠇	----------		
sion	⠰⠎	⠰⠎	tion	⠰⠞	⠰⠞	ation	⠰⠝	⠰⠝
less	⠰⠇	⠰⠇	ness	⠰⠝	⠰⠝	----------		
ount	⠰⠉	⠰⠉	ment	⠰⠍	⠰⠍	----------		
----------			ity	⠰⠽	⠰⠽	ally	⠰⠁	⠰⠁

9.1b **When used.** Final-letter contractions should be used in the middle or at the end of a word or at the beginning of a line in a divided word. They may never begin a word or be used as a whole word, nor should they be used when preceded by the hyphen or the apostrophe. Thus, these contractions should be used in words like:

(ar)(ound)	b(ound)(ar)y	assi(st)(ance)	b(less)(ed)
preci(sion)	proces(sion)al	hope(less)	h(ence)(for)(th)
c(ount)	m(ount)a(in)	provid(ence)	hope(ful)
(be)l(ong)	t(ong)ue	m(ong)rel	firm(ness)
fai(th)(ful)ly	edi(tion)	(con)(st)itu(tion)al	cav(ity)
T(en)(ness)ee	(com)(ment)	me(ment)o	re(ally)
p(ity)(ing)	n(ation)	(st)(ation)(ar)y	
vit(ally)	r(ally)(ing)	(ch)(ance)llor	

They should also be used when they appear at the beginning of a line in a divided word. Thus:

reli-	vital-	hope-	funda-
(ance)	(ity)	(less)(ness)	(ment)al

9.1c **When not used.** On the other hand, these contractions may not be used to represent the whole words *less, ally,* or *Sion*. Nor may they be used in *ancestor, lesson, encephalitis, fulfill, mental,* and other words where the letters of these contractions occur at the beginning of the word. None of them should be used where they follow the apostrophe, as in the word *grey'ound,* nor where they follow the hyphen in a word like *re-ally* or in a syllabized word such as *com-pli-ment*.

Note that, like other contractions, these contractions must not be used where a prefix or suffix is added to a base word and use of the contraction would change the usual braille form of the base word. Thus, the *less* sign should not be used in words like *unlessoned* nor the *ful* sign in words like *unfulfilled*. Nor should the *ity* sign be used in words like *fruity* nor the *ally* sign in words like *squally,* where the suffix *y* has been added to a base word. It should be noted that in a word like *re-ally,* use of the contraction is prohibited not only because it would follow a hyphen, but also because its use would change the usual braille form of the base word. Therefore, the contraction should not be used in such cases even if it appears at the beginning of a line in a divided word.

The rule that a contraction must not be used where part of its letters falls into a prefix has some application to these contractions. Thus, the *ong* contraction should not be used in words like *incongruous* and *uncongenial*.

Remember that a contraction must not be used where it would disturb the pronunciation of a digraph or trigraph. Thus, the *ity* sign should not be used in *hoity-toity*.

9.1d *Tion* **and** *ation*. The *ation* sign should be used in preference to the *a* and *tion* sign in words like *station* and *application* for the reason that it saves more space. However, where it is necessary to divide such words between lines and it is possible to place the *a* on the first line, then the *a* and *tion* sign should be used. Thus:

(st)a-	applica-	devia-	(in)vita-
(tion)s	(tion)s	(tion).	(tion)al

9.1e **Using two-cell contractions to save space.** Although the general rule is that a one-cell contraction must be given preference over a two-cell contraction where a choice must be made, the latter should be used if it would result in saving more space. Thus, in *thence* the *th* and *ence* signs should be used in preference to the *the* sign, *n, c,* and *e;* in *whence* the *wh* and *ence* signs should be used in preference to the *wh* sign, *en* sign, *c,* and *e;* and in *danced* the *ance* sign and *d* should be used in preference to *a, n, c,* and the *ed* sign.

9.1f **Exception to rule giving preference to one-cell contractions.** An exception to the general rule giving preference to one-cell contractions over two-cell contractions where the same amount of space would be saved occurs where the letters *ence* are followed by the letters *d* or *r,* in which case the *ence* sign should be used in preference to the alternative one-cell contractions. Examples:

(com)m(ence)d Sp(ence)r

9.1g **The feminine ending** *ess*. Although the general rule provides that contractions must not be used where part of the letters falls into a suffix, an exception is made where the feminine ending *ess* is added to words ending in *n,* such as *baroness, lioness,* and *governess,* in which case the *ness* sign should be used. However, where the base word ends in a contraction, that contraction must be retained and the *ness* sign must not be used. Examples:

(ch)iefta(in)ess citiz(en)ess

9.2 Contractions in Proper Names

In general, the same rules apply to the use of contractions in proper names. Examples:

(The) (In)t(er)denom(in)(ation)al Club

(Ch)(ar)lest(ow)n	Rosedale	(St)al(in)grad	(Sh)anghai
B(en)edict	Rei(ch)stag	Fr(ed)die	Sp(ence)r
Ha(dd)on Hall	Goer(ing)	Ca(the)r(in)e	Mahoney
Mac(ed)onia	T(en)(ness)ee	I(ow)a	
Professor Hit(ch)cock			

However, in the case of proper names in which the suffix *ton* is preceded by the letter *s*, Section 34b(2) of the Code is not applied, and the *st* sign is used. Examples:

Evan(st)on	(Ch)(ar)le(st)on	Bo(st)on

Because of the great variety in the etymology and linguistic sources of proper names, and because of the varying degrees of familiarity with languages on the part of transcribers, it is not felt advisable to attempt to apply hard and fast rules with absolute rigidity. Instead, an effort has been made to include in the word list given in Appendix B of this manual as many proper names as possible which typify problems that may be encountered.

With this lesson, we have completed the presentation of all braille contractions. The general rules governing the use of contractions which have been referred to in this and preceding lessons are all summarized in Rule X of the Code.

Drill 19

Practice writing the following sentences.

1. He found it very difficult to dance with Florence.
2. Congress established the Department of Agriculture May 5, 1862.
3. The coroner came to the conclusion that death had occurred somewhere around three in the morning.
4. ''Counting the population is known as census-taking,'' explained the teacher.
5. The stern old judge simply will not countenance reckless driving.
6. In the poem ''Each in His Own Tongue,'' the author reconciles the views of science and religion.
7. Perry Como was giving a beautiful rendition of ''Bless This House.''
8. It was a pity that the witness lost all semblance of self-control and had to be literally dragged from the courtroom.
9. We hope that the new lessee of the corner building will be less of a nuisance than the former one.
10. Britain was a faithful ally of the United States during two world wars.
11. Lawrence has fully recovered from his attack of encephalitis.
12. The ancestors of many Americans arrived in this country as penniless immigrants.
13. THE SNAKE PIT depicts the shocking conditions in some of our mental institutions.
14. Communism appeals most strongly to the property-less classes.
15. At last he recognized the mournful sound in the distance and gasped: ''O Gawd! the blood'ounds is on my trail!''
16. The old Tennessee mountaineer was wholly unlessoned in the refinements of polite society.
17. ''May I extend my warm congratulations to the new grandfather,'' he chuckled as he grasped the hand of his lifelong comrade.
18. Thenceforth the squally weather continued without interruption for three days.

19. The hoity-toity governess glanced scornfully at the conglomeration of toys littering the child's bedroom.
20. He parried the blow with the agility of an experienced fencer.

EXERCISE NINE

Prepare the following exercise for submission to the instructor.

1. An ounce of prevention is worth a pound of cure.
2. "All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts."
3. New occasions teach new duties.
4. "I can cite countless instances in which capital punishment has resulted in the execution of the wrong man," orated the defense attorney.
5. Fortunately, he had the presence of mind to call the fire department.
6. He ruthlessly casts people aside as soon as they have outworn their usefulness.
7. The quality of mercy is not strained.
8. Thomas Jefferson drafted the Declaration of Independence virtually unaided.
9. Benjamin Franklin was instrumental in persuading France to become an ally of the United States.
10. He discharged his marital obligations more or less faithfully.
11. Clarence usually arrived late at the office, but nevertheless he managed to put out his full quota of work.
12. Spencer's ancestors were among the early settlers of Tennessee.
13. The lessons learned through experience make a lasting impression.
14. The new institution will specialize in the treatment of encephalitis.
15. Hercules shot Nessus with a poisoned arrow for trying to abduct his wife.
16. Terrence's mental capacity verges upon imbecility.
17. By the Fifth Amendment of our Constitution accused persons are protected from self-incrimination.
18. "At-ten-tion!" barked the precise sergeant at the men lined up for inspection.
19. The bewildered Londoner inquired of a passer-by on Pennsylvania Avenue, "Might I trouble you to direct me to the Grey'ound Bus Station?"
20. The only person we encountered was a disreputable-looking native, who spoke in a mongrel tongue which sounded like nothing we had ever heard.
21. Our flight was cancelled on account of poor visibility over the mountains.
22. The recreational facilities of the playground have really undergone major improvements.
23. Frances cannot pass our course in business administration unless she has special instruction.
24. The Baroness served a beverage with a nondescript fruity flavor.
25. His dreams of romance remained wholly unfulfilled until he met the beautiful French countess.
26. Since her husband's election to Congress she has become rather hoity-toity.
27. Every weekend an incongruous conglomeration of guests descends upon her woefully overcrowded country house.
28. No one in the village knew whence he had come or anything else concerning his background.
29. The committee will study the recommendations of the Treasury Department experts.
30. Four columns advanced toward the city from without, and a fifth column cooperated from within.
31. Thus far, science has been powerless in finding a cure for cancer.
32. Larry Lord Motherwell was sentenced to life imprisonment.
33. The tribe was governed by a chieftainess who dispensed justice swiftly and impartially.
34. She has applied for the position of governess advertised in the Sunday edition of the Times.

Lesson 10

Short-Form Words

10.1 In General

In addition to contractions, English Braille contains a total of 76 short-form words. These are abbreviated forms of the words they represent, and they begin with the same letter or contraction that would be used at the beginning of the words. An alphabetical list of these short-form words can be found in Rule XVI of the Code. In the following list, however, certain words have been grouped together in order to facilitate learning through association.

Short form	Word meaning	Short form	Word meaning	Short form	Word meaning
ab	about	(ch)n	children	tm	tomorrow
abv	above	f(st)	first	hm	him
ac	according	fr	friend	hmf	himself
acr	across	gd	good	xs	its
af	after	grt	great	xf	itself
afn	afternoon	imm	immediate	yr	your
afw	afterward	lr	letter	yrf	yourself
ag	again	ll	little	yrvs	yourselves
ag(st)	against	m(st)	must	h(er)f	herself
alm	almost	nec	necessary	myf	myself
alr	already	o'c	o'clock	(one)f	oneself
al	also	pd	paid	(ou)rvs	ourselves
al(th)	although	p(er)h	perhaps	(the)mvs	themselves
alt	altogether	qk	quick	(th)yf	thyself
alw	always	sd	said	dcl	declare
(be)c	because	tgr	together	dclg	declaring
(be)f	before	cd	could	rjc	rejoice
(be)h	behind	(sh)d	should	rjcg	rejoicing
(be)l	below	wd	would	(con)cv	conceive
(be)n	beneath	ei	either	(con)cvg	conceiving
(be)s	beside	nei	neither	dcv	deceive
(be)t	between	m(ch)	much	dcvg	deceiving
(be)y	beyond	s(ch)	such	p(er)cv	perceive
bl	blind	td	today *or* to-day	p(er)cvg	perceiving
brl	braille	tn	tonight *or* to-night	rcv	receive
				rcvg	receiving

10.2 Rules for Use

10.2a **In general.** Short-form words should be used alone or as part of a word. Thus, the short-form word for *immediate* should be used in *immediately;* that for *beside* in *besides;* that for *quick* in *quicken;* that for *must* in *musty;* that for *necessary* in *unnecessary;* that for *little* in *belittled;* that for *braille* in *brailler;* that for *good* in *goodness;* that for *letter* in *lettered;* and that for *could* in *couldst.*

10.2b Where *e* is dropped before adding suffix. Be sure to keep in mind that where the letter *e* is dropped before adding a suffix to a word like *declare* or *conceive,* the short-form word must not be used, because it would result in misspelling. For example:

decl(ar)(ation) (con)ceiva(ble)

10.2c In compound words. Short-form words should be used when the words they represent are joined with other words to form compound words. For example:

r(ound)(about)
gr(and)(children)
(in)as(much)
(letter)h(ea)d
(above)bo(ar)d
(here)(after)
a(for)e(said)
(before)h(and)
(first)-born
(good)he(ar)t(ed)

10.3 In Divided Words

A short form may never be divided between lines, but a division may be made between the short form and any syllable addition. Never spell out a word which can be represented by a short form, even though it might be possible to write a portion of such a word on one line and the remainder on the next. Such division would never result in saving space; and it is therefore preferable to preserve the normal appearance of the word. Examples:

imm-
ly *not* im-
mly

un-
p(er)cvd *not* unp(er)-
cvd

p(er)h *not* p(er)-
haps

dclg *not* de-
cl(ar)(ing)

It should be noted that in a word like *misconceive* the short-form word for *conceive* cannot be used, because the *con* sign does not occur at the beginning of the word; but where such a word is divided after the first syllable, the short-form word should be used, because then the *con* sign would occur at the beginning of a line in a divided word.

10.4 In Proper Names

Short-form words should be used to represent only an *entire* proper name. Short forms must not be used to form parts of common words which are contained in the name or title of a person, the name of a place, a ship, or the like. Examples:

(Little), Br(ow)n (and) Co.
Jimmy Doolittle
Cape of (Good) Hope
Goodye(ar) Tire (and) Ru(bb)(er) Co.
Fri(en)d(sh)ip Hei(gh)ts
Goody Br(ow)n [archaic personal title]
(The) Quicksilv(er) [name of a ship]

However, words which are common words are not to be considered as proper names when they appear in titles of books or articles, song titles, chapter headings, and the like or in names of publishers, organizations, etc. In these cases, short forms should be used as part of a word, subject to the rules governing their usage. Examples:

(THE) (GREAT)E(ST) (ST)ORY (EVER) TOLD
''Love (Letter)s in the S(and)''
(Children)'s Press

10.5 Retaining Original Meaning

A short-form word can be used as part of a word only if it retains its original meaning. Thus, the short-form word for *after* should not be used in *rafter;* nor that for *should* in *shoulder;* nor that for *must* in *mustache;* nor that for *letter* in *bloodletter* (a bleeder). Where a word has two or more distinct meanings, its short form should be used to represent any of them, and additions may be made to any of them. Thus, the short-form word for *quick* should be used in expressions like *a quick recovery, the quick and the dead,* and *hurt to the quick*. The short-form word for *must* should be used in expressions like *he must go* and *the must of the grape*.

10.6 Special Rule for *after, blind,* and *friend*

An addition may be made to a short-form word provided the combination could not be mistaken for, or have the appearance of, another word. Thus, the short-form words for *after, blind,* or *friend* should not be used when followed by a vowel. However, they should be used when followed by a consonant or when followed by a hyphen in a divided word. For example, the short-form word for *blind* should be used in *blindfold* and *blindness,* but not in *blinded* or *blinder;* the short-form word for *friend* should be used in *friendly* and *friendship,* but not in *befriending* and *befriended;* and the short-form word for *after* should be used in *afterbirth* and *aftermath,* but not in *aftereffects* and *afterimage*. However, short forms should be used when such words are divided and the vowel falls on a new line. Examples:

(blind)- (ed).	(be)(friend)- (ing),	(blind)- e(st)	(after)- e(ff)ects

10.7 In Unusual Words

A short-form word must not be used if it would cause confusion in pronunciation or difficulty in the recognition of an unusual word. Thus, the short form for *about* should not be used in *stirabout* (a porridge) nor the short form for *said* in *Port Said,* since here *Said* is pronounced as two syllables. However, words like *hereabouts, thereabout, gadabout,* and *roustabout* are not considered to be unusual words, and the short forms should be used.

Drill 20

Practice writing the following sentences.

1. After losing its way, the plane strayed beyond the Soviet border and was shot down behind the Iron Curtain.
2. The temperature nose-dived quickly from ten above to ten below zero.
3. His home town is according him an almost royal welcome because of his heroic stand against overwhelming odds.
4. He has declared himself in favor of resuming negotiations between the union and the company.
5. ''She said: 'I must go, for my kinsfolk pray in the little gray church on the shore to-day.' ''
6. ''Teach me half the gladness that thy brain doth know, such harmonious madness from my lips would flow, the world should listen then, as I am listening now!''
7. ''The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings.''
8. ''Know thyself,'' Socrates admonished.
9. It is always easier to perceive the faults of others than to criticize oneself.
10. Although she wrote the story herself, it was her friend, Lloyd Littleton, who had conceived the plot.
11. Colonel Goodman had received no word from the battalion and was altogether ignorant of its whereabouts.
12. It would be a mistake to deceive yourselves about the seriousness of the situation.
13. Night had already fallen before they had made themselves ready for the journey.
14. They met on a blind date and afterwards struck up a very good friendship.
15. He will catch the Great Northern for Minneapolis immediately after work tomorrow afternoon.
16. Perhaps while vacationing in Texas we will find time to make a quick trip across the border into Mexico also.
17. Children can usually be taught braille much more quickly than grown-ups.
18. I could answer the charges contained in your letter, but I consider them beneath my notice.
19. Perceiving myself to be alone in my convictions, I knew that I must either defend them singlehanded or else maintain silence.
20. He is receiving his first instruction in driving tonight.
21. Neither I nor the person who sat beside me enjoyed the play very much.
22. Toiling, rejoicing, sorrowing, onward through life he goes.
23. It will not be necessary to give your suggestion our immediate attention, as you can present it in full yourself at the three o'clock meeting this afternoon.
24. Mr. Little's drygoods store has paid for itself many times.
25. These records, together with the above-mentioned sources of information, should supply sufficient data for a complete report.
26. Each sweet co-ed like a rainbow trail fades in the afterglow.
27. They are behindhand in their rent and accordingly have been asked to move.
28. She is brailling the Constitution and the Declaration of Independence.
29. He was greatly perturbed when he discovered that he was expected to assume the unpaid debts of his stepchildren.

30. They shouldn't belittle Everett's experiments, as he has a first-rate knowledge of chemistry.
31. It was unnecessary for the bandits to retain their disguises, as the victim had been blindfolded.
32. Besides the aforesaid officers, the letterhead should contain the names of the entire board of directors.
33. I used to regard her as an irresponsible gadabout, but her recent conduct has wholly undeceived me.
34. ''This thrilling drama will be resumed immediately after a word from our sponsor,'' are the most aggravating words that the soap opera addict ever hears.
35. If she passes the exam, it will greatly surprise me.
36. If the fundamental facts are unperceived, the underlying principles will be wholly misconceived.
37. He clung tenaciously to his preconceived notions of the guilt of the accused.
38. ''Grandpappy's gettin' dafter than a pet coon,'' declared Zeke, as he fingered his mustache.
39. The big stranger shouldered his way through the crowd in a blinding rage.
40. Port Said was beginning to feel the aftereffects of the closing of the Suez Canal.
41. The stirabout went uneaten because of its musty smell.

EXERCISE TEN

Prepare the following exercise for submission to the instructor.

1. The hearing before the subcommittee on the Damaged Goods Law could be characterized as ''much ado about nothing.''
2. According to the plans made yesterday afternoon, the union is declaring a strike tomorrow morning at ten o'clock.
3. He perceived that this project would entail the expenditure of funds far above and beyond his means.
4. ''Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, thou shalt love thy neighbor as thyself.''
5. It is difficult today to conceive of the fears that beset the sailors of Columbus as they sailed across the unknown ocean.
6. ''Love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth.''
7. Braille was not officially adopted as a system of reading and writing for the blind until after the death of Louis Braille, its inventor.
8. ''Between the dark and the daylight, when the night is beginning to lower, comes a pause in the day's occupation that is known as the children's hour.''
9. ''There is a vanity which is done upon the earth; that there be just men, unto whom it happeneth according to the work of the wicked; again, there be wicked men, to whom it happeneth according to the work of the righteous; I said that this also is vanity.''
10. Although Representative Doolittle voted against the measure, he said afterwards that he would support it if it became law.
11. It is almost impossible to obtain an interview with Mr. Goodman, since he is almost always out of town.
12. The Pirates were already behind by three runs when Bob Friend came to the mound.
13. He was altogether beside himself with rage when he discovered that he had been deceived by his friend.
14. ''Praise God from whom all blessings flow, praise Him all creatures here below.''
15. ''The evil that men do lives after them, the good is oft interred with their bones.''
16. ''Into each life a little rain must fall.''

17. Because of the press of other business I was unable to give your letter my immediate attention.
18. Either this bill must be paid within the next week or our attorneys will receive instructions to prepare the necessary papers for suit.
19. Perhaps she regrets the fact that she married beneath herself.
20. Neither of us should deceive himself into thinking that we can find your wallet ourselves.
21. ''Parting is such sweet sorrow that I shall say goodnight till it be morrow.''
22. Don't blame yourself too much; we're in this thing together.
23. ''Get yourselves to bed, and be quick about it, before I lose my patience altogether, '' she reprimanded the unruly children.
24. Those who put themselves above the law are only deceiving themselves.
25. I am knitting a sweater for myself and hope to finish it tonight.
26. When one declares oneself an expert in a field, he should be prepared to answer many questions.
27. Police are seeking all over Hereafter Hollow for the whereabouts of the man who acted as go-between for the kidnapers.
28. Hereafter I expect you to be open and aboveboard with me.
29. Although his appointment was not until midafternoon, he arrived beforehand and accordingly had time to compose his thoughts.
30. Of all her grandchildren she was most attached to the first-born.
31. She believed blindly in the integrity of her friends.
32. Since becoming a transcriber, she has brailled ''Goodbye Mr. Chips'' and a number of textbooks besides.
33. As a man of letters, his greatness has been highly overrated.
34. ''Immediately after lunch we will read about Little Goody Two Shoes,'' the teacher said.
35. It will be unnecessary for you to call for the package, as it will be sent to you postage prepaid.
36. Inasmuch as he is depending upon us for a complete report, we mustn't overlook even the littlest detail.
37. We shouldn't require him to act very quickly on a matter of such great importance.
38. Those harsh words would've been better unsaid.
39. Perceiving that further discussion would be fruitless, he banged up the receiver.
40. Mr. Jones would like to speak with you immediately after the ceremonies to-night.
41. Hapgood slipped by the sentry unperceived.
42. Captain Littlefield had a preconceived notion of how the campaign should be conducted.
43. You have completely misconceived the meaning of the author.
44. Little Jack Little was a popular entertainer of the 1930s.
45. The rafters shook with applause as the cowboy finally roped the mustang.
46. Perhaps he will be able to muster up enough courage to shoulder his new responsibilities.
47. Many members of the royal families of Europe were bloodletters.
48. As he gazed about the ruins of his boyhood home and smelled the musty odor that pervaded it, his heart was touched to the quick.
49. In the aftermath of the blinding snowstorm many acts of unselfishness and heroism were performed.
50. Many patients suffer uncomfortable aftereffects from penicillin.
51. The city of Port Said, Egypt, is situated at the northern end of the Suez Canal.
52. After their early-morning chores had been completed, the roustabouts sat down to a hearty breakfast of stirabout and ham and eggs on board the good ship ''Blind Pig.''
53. Florence Nightingale not only nursed, but also befriended, the sick, the wounded and the dying soldiers in the Crimean War.
54. Mr. Riesel, after he had been blinded, still continued to expose labor racketeering.

Lesson 11

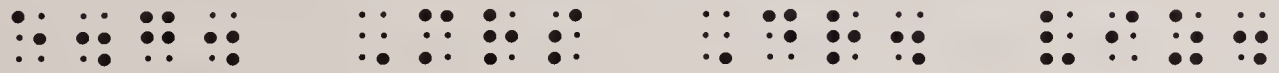
Abbreviations in General; Abbreviations and Symbols for Coinage, Weight, Measure, or Division; Format for Letters

11.1 Abbreviations in General

The short-form or abbreviated words studied in the preceding lesson are peculiar to braille. Standard abbreviations, however, are commonly used in print and these must be represented in braille according to specific rules.

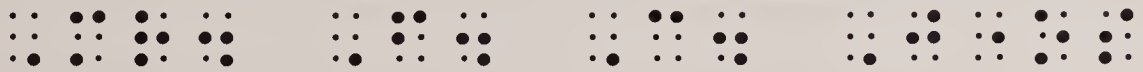
11.1a Capitalization and spacing. In braille, abbreviations should follow print copy as to capitalization and the use of periods. When an abbreviation is composed of the initial letters of two or more words, each followed by a period, these letters should be brailled unspaced from one another on a single line, regardless of their spacing and placement in print. This rule does not apply to initials in the name of a person. Personal initials that are separated by a space in print should be similarly spaced in braille, and they need not appear on the same line. However, when initials are written without spaces in print, they must be brailled unspaced on one line. Examples:

e.g. Mrs Dr. viz.



a.m. F.D.R.

Mr. F. C. Jones



Abbreviations that consist of portions of words or combinations of words, portions of words, and single letters should be spaced according to the print copy. Examples:

Phys. Ed. Dept.

Lieut. Gen. Ph.D.

W. Va. B.Sc.

U. of K.

The double capital sign should be used only where two or more capital letters in an abbreviation follow one another with no intervening periods. Following a period, the appropriate capital or double capital sign should be repeated. Examples:

NATO

Y.W.C.A.

LL.D.

As in the case of a compound word, the double capital sign placed before a compound abbreviation indicates that all the letters of the abbreviation are capitals, and it need not be repeated after the hyphen. If such compound abbreviations must be divided at the end of a line, division must be made after the hyphen. Examples:

AEVH-AAWB

AEVH-
AAWB

11.1b Contractions in abbreviations. As a general rule, contractions should be used in both initially capitalized and fully capitalized abbreviations that represent a single word, regardless of whether or not they could have been used in the complete word. Examples:

10 MILES (TO)(ST). PAUL, M(IN)N.
(Ed). [edition]
(Little) Rock, (Ar)k.
Pr(of). [professor]

However, the contractions for *be, con,* and *dis* should not be used in an abbreviation unless they could have been used in the complete word. Thus, the *be* contraction may not be used in *Belg.,* the abbreviation for *Belgian.*

Contractions are used in abbreviations or acronyms representing more than one word *only* if the letters of the contraction come from a single word. Examples:

FORTRAN

MEDICO

DAR

SEATO

When connecting words or word endings in lowercase letters are used with abbreviations, these may be contracted. If the contraction is followed by a capital letter or letters, the appropriate capital or double capital sign must be repeated. Examples:

A & P

AFofL

NYUers

11.1c Insertion of apostrophe. As in the case of numbers, in plural abbreviations the apostrophe should be inserted before the *s* even though it does not appear in print. Examples:

The DARs are in town.

She likes GIs.

In an expression like *OKd,* the apostrophe must be inserted in braille to represent the missing letter *e*.

11.1d Telephone numbers and postal districts. Telephone numbers consisting of letters and figures should be written without contractions. They may be divided between lines at any hyphen shown in print. Examples:

CH 6-1234

1-800-456-1982

1-800-
456-1982

The components of postal districts or zip codes are to be brailled unspaced. Examples:

S.W.1

SW2

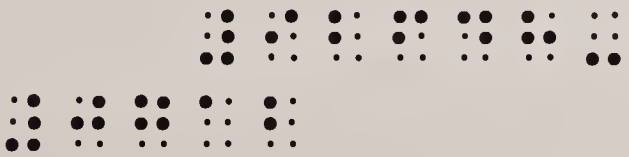
The components of postal codes may not be divided between lines except where hyphens are shown in print. Codes consisting of more than one grouping of numbers and/or letters should retain the space shown in print between the groupings. Examples:

M4G 3E8

W1N 6AA

92648-0712

92648-
0712



11.1e The oblique stroke. Occasionally, the oblique stroke is used in print abbreviations. This sign should be represented in braille by dots 3-4 wherever the oblique stroke appears in print except in dates (discussed in Section 11.1f), in sterling coinage (discussed in Section 11.2), or in poetry to separate poetic lines. When an oblique stroke occurs between two capitalized abbreviations, the appropriate capital or double capital sign should be repeated before the second abbreviation. Examples:

c/o

and/or

B/S [bill of sale]

TEN/cj [initials at end of a letter]

USOM/APO

When poetry is written in prose form with an oblique stroke used to separate the poetic lines, this oblique stroke should be represented in braille by dots 3-4-5, preceded and followed by a blank cell. Two of these symbols, unspaced from each other, must be inserted following a blank cell after the last word of the poetic passage.

11.1f **Dates.** When a date is indicated by the numbers of the month, day, and year separated by the oblique stroke, hyphen, or period, in braille the corresponding numbers should be separated by the hyphen with only one number sign preceding the entire group. In braille, arabic numerals should be substituted for any roman numerals in a date, and the series should be placed on one line with the month always written first. Example:

5/12/80
or
5-12-80
or
12 V 80

Drill 21

Practice writing the following sentences.

1. Caesar Augustus (63 B.C.-14 A.D.) was the first Roman emperor.
2. Dr. Chas. R. Hartwell, Jr., will leave Crown Point, Ind., at 11 a.m. and will arrive at Derry, Penn., at 9 p.m.
3. Mr and Mrs L.V. Workman are both receiving their degrees from the U. of M.—he a Ph.D. and she a B.Sc.
4. Mr. Shaw was a staunch admirer of the greatest of all British dramatists, i.e., G.B.S.
5. The new Y. M. C. A. director was formerly connected with the ARC.
6. The AAWB-AEVH-NBA Braille Authority preceded the Braille Authority of North America (BANA).
7. The ROTCs were drilling on the football field.
8. The WCTUers were bitterly opposed to his candidacy.
9. A sign in the window of the A&P urged: BE SURE TO ATTEND THE BAZAAR AT ST. JOSEPH'S CHURCH, MAY 25.
10. He had an LL.D. from OU.
11. At the bottom of the memorandum appeared the notation: ''OKd 5/17/68—TAR.''
12. Notify me by phone at ED 2-1666 and/or Mr. Hancock by mail, c/o St. Francis Hotel, Toronto, Ontario M5F 3E7.
13. Lieut. Gen. Stonebreaker was in charge of the entire operation.

11.2 Abbreviations and Symbols for Coinage, Weight, Measure, or Division

There are certain special rules that apply to abbreviations and symbols for coinage, weight, measure, or division. In only three instances do braille equivalents for such print symbols exist. These are:

Symbol Writer	Symbol Slate	Dots	Meaning
		2-5-6	$ dollar sign
		2-5, 1-2-3-4	% percent sign
		2-3-4, 3	§ section sign

All other such symbols are represented in braille by abbreviations.

An extensive listing of abbreviations appears in Section 31 of the official Code. In some instances, the braille abbreviation shown in this list varies from that ordinarily used in print. If a particular abbreviation is not shown in this list, it should be brailled as it appears in the print copy.

When simple abbreviations and symbols are preceded or followed in print by a number or a letter, the corresponding braille symbol or abbreviation, without the period or plural *s,* should always be placed immediately before the number or letter to which it applies. However, the order and spacing of compound abbreviations of measure or weight, such as *sq. ft.,* should follow print copy. Occasionally a measurement consists of a symbol and an abbreviation, and, in such cases, the braille symbol should precede the number and the abbreviation should follow the number. Examples:

2 ft.

$22

4″

ch. 6

3 sq. ft.

25%

§3 or Sec. 3

3# or 3 lbs.

16 fr.

100° C.

78 r.p.m.

Note that any number must be preceded by the number sign, even though it is preceded by a symbol or an abbreviation.

11.2a Sequences in general and in sterling coinage in particular. In writing a sequence of abbreviations, a space should be left between the separate terms of the sequence, and each term should be preceded by its appropriate abbreviation. The only exception to this rule occurs in the case of sterling coinage. In brailling sterling coinage, only the abbreviation for the larger value is used and the lesser values, each preceded by the number sign, follow without a space. If an intermediate value in the sequence is omitted in print, a zero preceded by the number sign should be inserted in braille. Examples:

1 hr. 15 min. 20 sec.

5 yd. 2 ft. 9 in.

2 gal., 3 qt., 1 pt.

£6/8/10

£6 5d

2s 2d

11.2b Where it is necessary to show that a special symbol was used. In some texts where exact reproductions of legal documents, facsimiles of manuscripts, or original source materials appear, it may be necessary to show that a special symbol was used. In such cases, dot 4 should immediately precede the braille symbol. Examples:

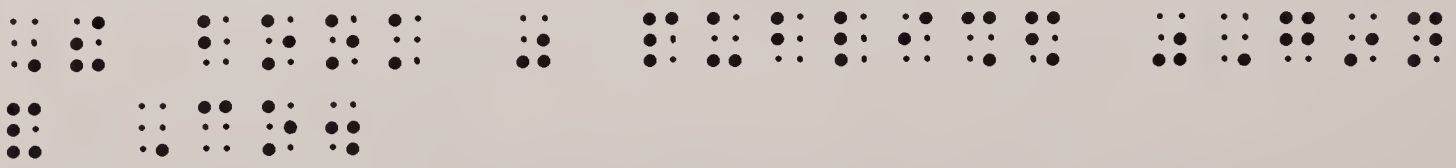
&

@

#

However, in ordinary copy such symbols need not be indicated in braille. Examples:

The book was published by Ginn & Co.



A right angle is a 90° angle.

Drill 22

Practice writing the following sentences.

1. The huckster had 25 bu. of peaches which he was offering for sale @ $2 per bushel.
2. The particular statement to which I refer can be found in vol. 2 sec. 13 p. 763, beginning at 1. 10.
3. Included in B/S #43-643 was the item 75 bbls. crude oil.
4. Highway 52 intersects Highway 17 at an angle of exactly 52°, 30′, 15′′.
5. His bride-to-be is 5 ft. 2 in. tall and weighs 102 lbs.
6. On the same day that the money was stolen, the man being held by Scotland Yard made a deposit of £493/16/8.
7. The price of the souvenir was £1 5d, but when she counted the money in her purse she found she had only 18s 15d.
8. The pattern called for 4 yards of material; however, the remnant she particularly wanted was marked 3 yd., 2 ft., 2 in.
9. Pure water consists of approximately 11% hydrogen and 89% oxygen.
10. The symbol & is typed by using the shift key with the figure 7.
11. 100°C. is equal to 212°F.
12. His hiding place, a scant 30 cu. ft., was excruciatingly cramped.
13. His recordings at 78 r.p.m. were donated to the university library.

11.3 Format for Letters

The official Code contains no rules relating to the proper format for transcribing letters into braille; however, we recommend the following procedures. In general follow print copy as to the indention of addresses, complimentary closing, signature, etc. Never leave a blank line between the heading and the inside address nor between the last line in the body of the letter and the complimentary closing. However, a blank line should be left between the inside address and the salutation. The reason for leaving a blank line here is that the inside address and the salutation both start at the margin, whereas other portions of the letter are sufficiently identified by differences in indention. If the letterhead is written in block style in print, the longest braille line in it should end at the extreme right-hand margin, with the left-hand margin of the letterhead blocked at the point where the longest line begins. The complimentary closing, signature, writer's and typist's initials, and notice of enclosure must be written on the same braille page as the last line of the body of the letter. Where the body of the letter is in block form in print, in braille a blank line must be left between paragraphs, since they cannot be identified through indention.

EXERCISE ELEVEN

First review the comments on paragraphing given in Lesson 2, Section 2.2, and then prepare the following letter for submission to the instructor.

745 16th St., N.W.
Washington, DC 20006
5/12/72

Mr. J. W. Wetherby
116 Crumpet St.
London, W1N 6AA England

Dear Mr. Wetherby:

SHORTLY AFTER 10 a.m., May 5, the SS Tubb reached the good old U.S.A. with me and

the Mrs. on board. We were treated to the very best weather the Atlantic has to offer, i.e., wind, rain and fog. However, the unpleasantness was greatly mitigated by the fact that we became acquainted with many interesting people. Allow me, for instance, to introduce you to Dr. Wm. Windham. (The Dr. is for Ph.D., not M.D.) Windy, as he was familiarly known to his fellow passengers, was formerly head of the Phys. Ed. Dept. of an obscure institution in New Haven, Conn., but was recently induced to contribute his talents to the improvement of NYUers. His specialty is the improvement of health through breath control and Yoga, and being a typical absent-minded prof., he was frequently found turning blue in the face from having forgotten to resume breathing.

Also on board were an AFL-CIO official from Texas with an LL.D. from T. C. U. and a D.Litt. from UCLA and a Conservative M. P. from somewhere in Sussex, who served with Eisenhower at S.H.A.E.F. during the war. These two were constantly engaged in interminable arguments over SEATO and NATO.

Further diversion was provided by a comedian and officer of ASCAP who kept hanging up signs all over the ship with arrows pointing in a general westerly direction, reading: "THIS WAY TO KOKOMO, IND."

We also became acquainted with an AT&T executive who yearns for the return of the GOPs to control in Congress and bears an undying grudge against F.D.R., who, he says, OKd the Communist seizure of Eastern Europe.

I must finish this account in a later letter as the Mrs. and I are taking off for Florida for a month of rest and/or contemplation. During that time address your letters to me c/o Mr. H. G. Fairweather, 1210 St. Augustine Rd., W. Palm Beach, FL 33401. Telephone no., 305-743-6262.

Cordially yours,
Ed Goodman

EGG/ham

P.S. 5/17/72. You can thank a sudden change in the weather for the fact that you are finally receiving this letter. Since arriving here in Fla., the temperature has been in the 70s and 80s, until last night, when it began turning colder about 10 p.m.; and early this a.m. the thermometer on our veranda registered 45°F. I was forced to dig out my coat, and lo and behold! there in the pocket was your letter still unmailed.

Our trip down was remarkably fast—2 hr., 20 min., 50 sec. Not bad for a 1200 mi. jaunt, wouldn't you say? I checked it on my $75 watch which I picked up in Mexico a few years ago for only 60 P. It was also a very pleasant journey, made so in part by the 2 qts. of sherry which I managed to smuggle aboard.

Mr. Fairweather has a beautiful and comfortable house, with a huge living room, 22 ft. by 16 ft. or 352 sq. ft. The only disturbing factor which somewhat interferes with my rest and contemplation is a new bouncing baby boy born May 7, weight 8 lbs., 9 oz.

I am sure you will be happy to learn that I am now able to type my own letters, free from the interference of Miss Mossback, my nosy old-maid secretary. While in England I began taking a correspondence course in typing—at the exorbitant cost of £50/15/10, 10% off for cash. I have now reached vol. 2, p. 300 sec. 49 and am ready to cope with the intricacies of &, @, # and °. On completing the course, I am considering enrolling in a course in Business English with the same school at a cost of £30 10d. After reading this letter I'm sure you'll approve.

Cheerio, old bean,
E.G.G.

Lesson 12

The Letter Sign; Stammering, Speech Hesitation, and Vocal Sounds; Spelling and Syllabized Words; Lisped Words; Dialect

12.1 The Letter Sign

12.1a Before single letters. The student is by now thoroughly familiar with the fact that single letters standing alone represent whole words – for example, the letter *t* represents the word *that*. However, it is sometimes essential for a single letter to retain its letter meaning. There, it has been necessary to introduce into braille a special composition sign known as the *letter sign* to indicate such letter meaning. This sign is brailled as dots 5-6, and it must precede the affected letter. If such a letter is a capital letter, the letter sign must precede the capital sign. This sign should also precede the letters *a, i,* and *o* when they stand for letters, even though these letters have no contraction meanings. The letter sign is not used before the words *a, i,* and *o*. Examples:

Mrs. X

A, e, i, o and u are vowels.

O come, all ye faithful

Any letter which means a letter should be preceded by a letter sign when it is joined to a word by a hyphen. When letters of the alphabet are joined by a hyphen or a dash, each letter should be preceded by a letter sign. Examples:

Triple-A

V-shaped

U-turn

The letters a-j

Sections M–S reserved

Where print shows a plural *s* added to a single letter, that letter should be preceded by the letter sign in braille, and an apostrophe should be inserted before the *s,* whether or not it is shown in print. Examples:

Mind your ps and qs.

He uses w's for r's.

12.1b Letters in combination with punctuation. The letter sign is not required before a single capitalized or uncapitalized letter when the letter is an initial or an abbreviation followed by a period. Examples:

H. G. Wells

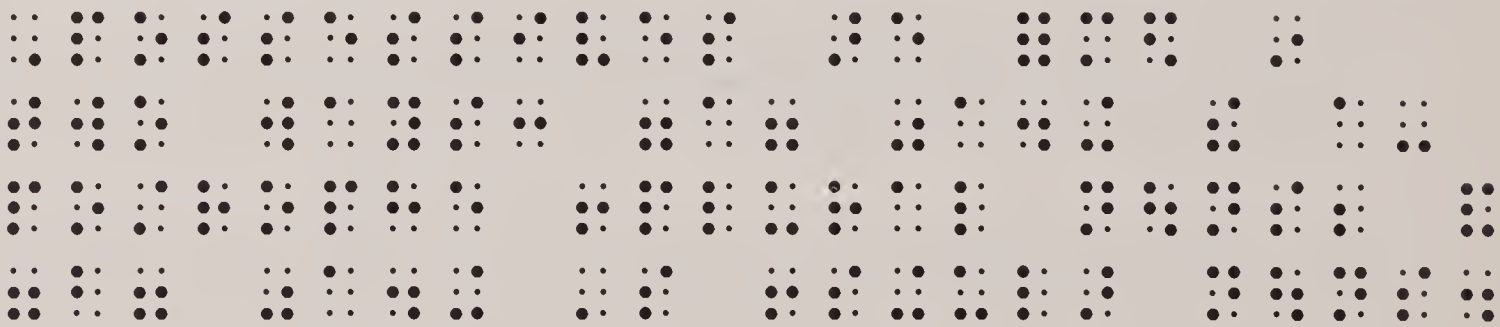
7 p.m.

If a single letter occurs at the end of a sentence, it may not always be clear whether the period denotes an abbreviation or an initial or whether it simply ends the sentence. In the sentence *He is in class B.* it is obvious from context that *B* designates a grade or division and not an initial or abbreviation. Therefore, it is clear that the letter sign must be used. However, in the sentence *Let us call on Mrs. M.* it is not clear whether *Mrs. M* or *Mrs. M.* is being referred to. Additionally, *Mrs. M* at the end of a sentence would be indistinguishable from *Mrs. More* to the reader. Thus, if this is the first time *Mrs. M.* has been mentioned, the letter sign should be used to clarify the situation. When it is clear that the author uses the period with *Mrs. M.* whether or not it occurs at the end of a sentence, the letter sign may be dropped.

If print shows single letters enclosed in quotation marks or in italics (to be studied later), in braille the quotation marks should be omitted and the italics disregarded. Only the letter sign should precede the letter.

The letter sign should not be used before a single capitalized or uncapitalized letter when that letter appears in an outline listing or a reference and is followed by a period or is enclosed in parentheses or brackets. Nor should it be used before a single letter that is preceded or followed by an apostrophe. Examples:

Possessives are formed in two ways: (a) by adding the apostrophe to plural nouns; and (b) by adding ‘s to singular nouns.



’E went t’ other way.

12.1c Letters in combination with numbers. Remember that numbers are represented by the letters a through j, being distinguished from such letters only by the number sign preceding them. Therefore, when numbers and letters are joined, it is frequently necessary to indicate the letter meaning by the letter sign. When any letter immediately follows a number or is joined to it by a hyphen, use of the letter sign is required. Examples:

22b

23A

b-2

R-3

4-H

2-t

The letter sign is not required before a single capitalized or uncapitalized letter when that letter is followed directly by the number sign. If the letters of a contraction directly follow a number, the letter sign is not required. Examples:

A1 sauce

1st

page a23

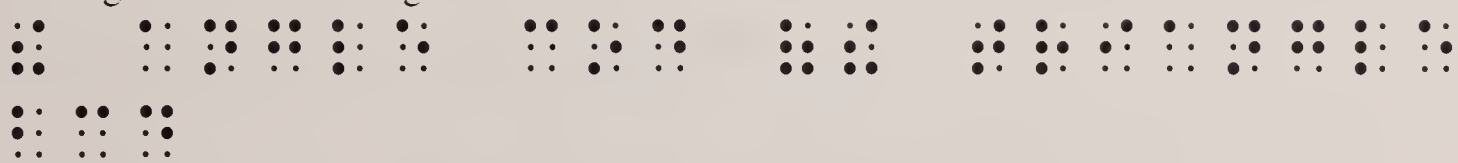
4th

12.1d **To avoid confusion with short-form words or alphabet contractions.** It should be kept constantly in mind that the purpose of the letter sign is to avoid confusion of letters or letter combinations with numbers, contractions, or short-form words. If no such confusion is likely, the letter sign should not be used. In the majority of letter groupings there is no need for the letter sign. Examples:

the XYZ Affair

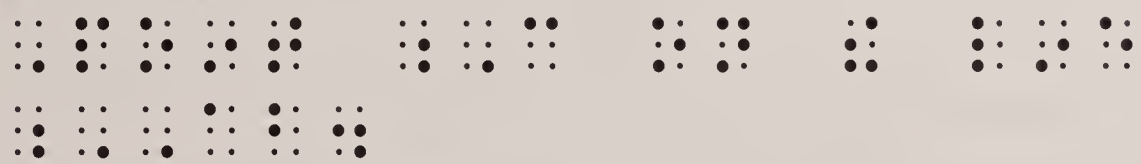
the suffix "ing"

the angle cod of the triangle bcd



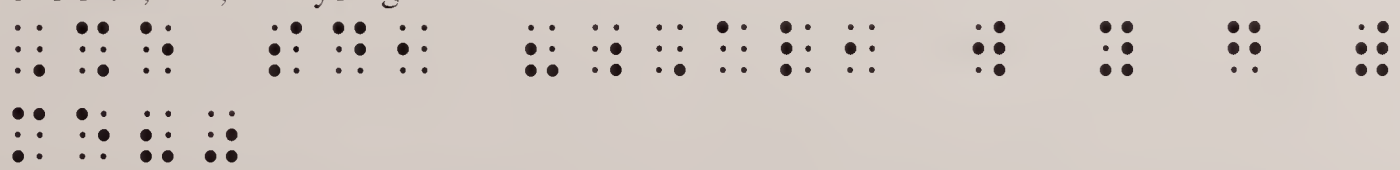
However, occasional combinations of letters may have the appearance of or could be mistaken for short-form words; therefore, they must be preceded by the letter sign in order to indicate that they retain their letter meanings. Example:

Point C on the AB.



Where the names *Al* or *Ab* appear at the beginning of a sentence, quotation, or line of poetry, they should be preceded by the letter sign, because otherwise they could be mistaken for the capitalized short-form words *Also* or *About*. However, where these names appear in a context in which the capital sign is sufficient to indicate that they are proper names, the letter sign is not required. Examples:

She said, "Al, will you go with me?"



I will introduce you to Ab.

Where the letters *hm* are used in print to represent a vocal sound, in braille an apostrophe should always be inserted between them; therefore, they need not be preceded by a letter sign to distinguish them from the short-form for *him*. However, when print indicates the sound as being extended, *hmmm* for example, no apostrophe is required.

Because the same braille character can be used to represent either a letter, a number, or a contraction, the braillist must sometimes use discretion to determine whether context makes it clear what is meant, whether the letter sign should be used, or whether a word should be given full spelling for the sake of clarity. As mentioned above, if the names *Al* or *Ab* are used in the middle of a sentence, the context usually will make it perfectly clear that the short-form words are not intended. However, in the expression *a 300-cab operation,* the letter sign may be necessary to make it clear that *a 300-312 operation* is not intended. Likewise, in the expression *a 2-can case,* if the contraction for *can* were used, it could very easily be read as *a 2-3 case.* Also, in the expression *a figure 8-like stretch of road,* the contraction for *like* might be thought by the reader to be the letter *l* and it may be preferable not to use the contraction here.

12.1e Summary. The rules governing the use of the letter sign may be summarized as follows:

Letter sign used

With all single letters and lowercase roman numerals
With single letters followed by apostrophe *s*
With single letters joined to words by a hyphen
With single letters joined by a hyphen or a dash
With any letter immediately following a number
With any letter joined by a hyphen to a number
With combinations of letters that could be mistaken for short-form words
With the name *Al* or *Ab* at the beginning of a sentence, quotation, or line of poetry

Letter sign not used

With any letter immediately preceding a number sign
With a contraction following a number
With initials and abbreviations followed by periods
With letters in outline listings followed by periods or enclosed by punctuation
With letters preceded or followed by apostrophes indicating omission of letters
With the name *Al* or *Ab* except at the beginning of a sentence, quotation, or line of poetry

Drill 23

Practice writing the following sentences.

1. Little P. J. has learned to write his ABCs, but he sometimes forgets to cross his t's and dot his i's.
2. In algebra, the unknown quantity is represented by x.
3. If A has two apples and B has three apples, how many apples do they have altogether?
4. In the word "siege," I can never remember which comes first, the "i" or the "e."
5. D Day, June 6, 1944, was the day set for the landing of Allied forces on the Normandy beaches.
6. The patient was given a large T-bone steak to eat before the second set of X-rays was taken.
7. Her duties are: a. to process the mail; b. to answer the phone; c. to receive visitors; and d. to take dictation.
8. §4(d) of the outline should be greatly condensed.
9. "Peg o' My Heart, I love you."
10. The modern generation has gone berserk over rock 'n' roll.
11. Line AB is parallel to CD and intersects EF at O.
12. I am also sending a copy of this letter to Ab.
13. Al is a popular guy.
14. A meeting will be held on the 15th for the purpose of organizing a new 4-H Club.
15. Sec. 216b of the law is extremely ambiguous.

16. Next semester Dorothy hopes to be promoted to Grade 6A.
17. The diameter of a circle is equal to 2r.
18. The U-2 plane was shot down deep inside Soviet territory.
19. She is taking a series of vitamin b12 shots.
20. The medical examination showed that he was in A1 condition.
21. U Thant was persuaded to stay on as Secretary General of the UN.
22. We read about Haroun-al-Raschid in the Arabian Nights Tales.

12.2 Stammering, Speech Hesitation, and Vocal Sounds

In the preceding section it was stated that when a letter is joined to a word by a hyphen, that letter should be preceded by the letter sign. We will now discuss a number of situations in which letters that are separated by hyphens are actually part of the word itself. In such cases, the letter sign should never be used.

12.2a Stammering. In writing stammered words the whole-word alphabet contractions should not be used, and the letter or contraction preceding and following the hyphen must be identical. Examples:

d-do	(wh)-(wh)(er)e	(wh)-(wh)at
g-gho(st)	(wh)-(wh)i(ch)	(th)-(th)(er)e
c-c-can	(th)-(th)ese	f-f-fa(the)r

Short-form words may be used in stammered words only if the short-form begins with the same letter or contraction as the stammered portion. Examples:

g-(good)	(ch)-(ch)-(children)	q-q-(quick)
m-(myself)	d-d-(deceive)	qu-quick
c-conceive	(th)-(th)emselves	

In dividing a stammered word between lines, neither the stammered portion nor any part of it should be separated from the rest of the word. However, such words may be divided after any syllable. Examples:

d-d-d-do	b-be- (for)e	d-did- n't	s-s-some- (time)

12.2b Speech hesitation and vocal sounds. Sometimes a longer hyphen or a dash is used in print to indicate a greater degree of hesitation, but clarity requires that in braille the hyphen should always be used. Examples:

we-e-ellll	br-r-r-r	a-a-ahh — ch-o-o-oh

12.3 Spelling and Syllabized Words

In brailling spelled-out words or syllabized words, the letter sign is not required, and hyphens should be used between the individual letters or syllables.

12.3a Spelling. Folow print as to capitalization of spelled-out words and divide such words at the end of a syllable only when this would result in saving a considerable amount of space. Examples:

C-o-n-s-t-a-n-t-i-n-o-p-l-e	C-o-n-s-t-a-n-t-i-
V-E (Day) [abbreviated spelling]	n-o-p-l-e

12.3b Syllabized words. In writing syllabized words the following contractions must not be used: whole-word alphabet contractions, final-letter contractions, and lower-sign contractions except *en* and *in*. Short-form words cannot be used unless they consist of only one syllable. In syllabized words the hyphen always occurs at the end of a syllable; therefore, they may be divided between lines after any hyphen. Examples:

(some)-(one)	was-n't
con-t(in)-u-a-tion	(en)-a-(ble)
(ch)ild-i(sh)	(great)-ness
(in)-(for)m-(er)	im-me-di-ate-ly
will-(ing)-ness	will-(ing)-ness
bro(th)-(er)-in-law	[Here, *in* is a whole-word, not just a syllable, and so the rule on whole-word contractions applies.]

12.4 Lisped Words

In writing lisped words, the *th* contraction should always be used to represent the lisped sound. Examples:

I th(at) d(ow)n.	I (th)(en)t (him) a (letter).

12.5 Dialect

In general, contractions should be used in dialect subject to the same restrictions governing their use in correct English. Examples:

f(er) [for]	me(bb)e [maybe]
p(in)ny [penny]	dep(ity) [deputy]
(wh)(er) [where]	(some)rs [somewhere]
d(in)t [didn't]	'(st)ract(ed) [distracted]
b(of)e [both]	(dis)truc(tion) [destruction]

In dialect where *thee* replaces *thi* or *the* replaces *te* or *de,* the *th* sign should be used, not the *the* sign. Examples:

(th)e(en)g [thing]	(th)e(en)k [think]
mat(th)(er) [matter]	sis(th)(er) [sister]
mur(th)(er) [murder]	

For a discussion of dialect consisting of English interspersed with foreign words or corrupted foreign words, see Lesson 15, Section 15.3c.

Drill 24

Practice writing the following sentences.

1. "K-k-k-katie, beautiful lady, you're the only g-g-g-girl that I adore."
2. "Br-r! It's c-c-cold! D-d-do you th-th-think it'll b-b-b-be warmer t-t-t-t-tomorrow?" he said, shivering.
3. "Wh-where did th-that ch-child d-disappear to n-now!" exclaimed the excited mother.
4. I c-c-can't c-c-conceive of anyth-th-thing as annoying as th-th-these p-p-people who s-s-stutter.
5. "We-e-ell," the indecisive young captain wavered, "if the storm doesn't soon abate, we may have to send out an S-O-S."

6. "If you'll be m-i-n-e mine, I'll be t-h-i-n-e thine, and I'll l-o-v-e love you all the t-i-m-e time."
7. "Come on now! All together! Make it loud! Spell it and yell it! C-e-n-t-r-a-l! Central!" urged the cheerleader frantically.
8. The teacher pronounced the spelling words distinctly: "con-san-guin-i-ty, in-flam-ma-tion, en-vi-a-ble, un-nec-es-sar-y, be-friend-ed, like-li-hood, time-li-ness."
9. "I lotht my ten thentth, Thuthie," sobbed the little girl.
10. "Iffen I cain't keep goin' fer long, I kin allus set a spell and sip my Harm Walker Likker," said the old mountaineer.
11. "Theess leetle fellair ees lookeeng for hees seestair," explained the Mountie.
12. "And have you consithered, O'Reilly, that the patther of little feet manes that you'll be nadin' mor-r-re bread and butther and tay on the table?"

EXERCISE TWELVE

Prepare the following exercise for submission to the instructor.

SCHOOL DAY

It never would have happened to me if Miss Nellie B., the pretty schoolmarm of Possum Hollow, hadn't suddenly eloped with Mr. J. V. Stamp, the mail carrier for R.F.D. 3. This created a crisis in the Possum Hollow School, and in a weak moment I agreed to step into the breach and teach the entire school – all the way from kindergarten to grade a8. My troubles began early with the calling of the roll. I had progressed from the A's through the M's when I became conscious of the fact that the back of the room was enveloped in clouds of smoke. I was frantically looking about to locate the safest exit through which to herd my charges when I discovered the source of the smoke. A huge hulk of a boy, about 6 ft. 2 in. tall, clad in blue overalls and a multi-colored T-shirt and wearing colossal brogans that looked to be at least size 12d, was slouching in his seat in the back row calmly smoking a corncob pipe.

"What do you mean by smoking in school?" I demanded.

"We-e-e-ell, I reckon a m-m-man kin have his m-m-mornin' p-pipe," he drawled. "Y' know the m-m-mailman run off with the t-t-teacher, and my pa made me g-g-go clear into t-town and g-g-git the m-mornin' paper so's he c-c-could read the g-g-gossip. So th-thar w-warn't t-t-time for my m-mornin' p-p-pipe."

"Well, you just put that foul-smelling thing out and do without your smoke for one morning, I snapped.

"O.K.," he assented sullenly. "Some p-p-people t-treat you like a ch-child. I bin s-smokin' my p-p-pipe since I was th-thirteen. Some f-folks oughta l-look out for th-theirselves 'steada b-bossin' others 'round."

After the smoke had cleared away, I returned to my pedagogic duties, listening to the kindergarten contingent recite their ABCs. Even these little tykes seemed determined to test my patience to the utmost. Whenever little Luigi recited the alphabet he insisted on omitting the *k*. When I asked him why he did this, he replied, "But teachair, K has gone to the Summit Conference – I the-e-enk," and the class roared with laughter. When we came to arithmetic I asked 1st-grade Judy how much 7 and 7 make, and she replied sweetly, "Theventy-theven, Mith Olethen," and again the school rocked with laughter at my expense.

During that whole long day, there was one fleeting moment of satisfaction. This happened during the 4th-grade spelling lesson. It became painfully apparent that the children were all having diffculty with words containing "ei" or "ie." Finally, Al asked in desperation, "But how can we tell which comes first, Miss Olesen?"

"Al," I replied, "one thing that will help is to remember this little verse: 'When the letter *c* you spy, place the *e* before the *i.*'" After that, Al and the rest of the class as well had much less trouble.

About this time, noticing that the children were becoming restless, I announced we'd have a real spelldown – choosing up sides, prizes and everything. We started with easy words, and for a while things proceeded smoothly and without notable incident. But then it was Jimmy's turn, and I gave him the word "frog." "F-r–" began Jimmy, hesitated, and started over again. "F-r–f-r–" Jimmy appeared to be completely at sea. Just then I detected Tom reaching over and jabbing Jimmy with a pin, and Jimmy finished in a blaze of glory, "–o-g!" I ignored the prompting and went on.

Finally the field was narrowed down to just three survivors, Terence O'Shaughnessy, the pugnacious son of the local constable; Dorothy Stamp, a bespectacled, pony-tailed intellectual colossus; and little Percy Littlejohn, a precocious brat who always read with expression. (I could envision the day when Percy would be the announcer on the Possum Hollow radio station and would dramatically proclaim the virtues of K-9 dog toys to an enthralled public.)

It was Terence's turn, and his word was "battery."

"Batthery," enunciated Terence in his broadest Irish brogue. "B-a-t-t-h-e-r-y."

After Percy had spelled the word correctly, I explained to Terence that the word is pronounced bat-ter-y, not bat-ther-y. But he, not the least bit convinced, glared at me as he took his seat, and snarled, "Divil a bit! Me faythe r says 'batthery,' and me faythe r is always r-r-right."

Then it was Dorothy's turn, and her word was "brusque."

"B-r-u-s-q-u-e," she spelled confidently.

Percy's word was "indispensable." "In-dis-pen-sa-ble," I enunciated distinctly now.

"Hm," Percy began, "i-n-d-i-s-p-e-n-s-a-b-l-e."

I pronounced Dorothy's next word with equal clarity: "Con-so-la-tion." And Dorothy spelled it with flying colors.

Then it was Percy's turn. "Im-me-di-ate-ly," I pronounced, and immediately Percy came back with the correct spelling.

"Spell ac-knowl-edg-ment, Dorothy," I said, and she complied readily.

"Your word is friend-li-ness, Percy," I said.

Percy spelled it with confidence: "F-r-i-e-n-d-l-y-n-e-s-s."

"How do you spell it, Dorothy?" I asked, and she triumphantly spelled it correctly:"F-r-i-e-n-d-l-i-n-e-s-s."

As I presented Dorothy with a new 3r game as the prize for being the A1 speller of the school, little Percy's small world of conceit came tumbling down amid anguished howls and copious tears, and my little world of peace and tranquillity came tumbling with it.

At last that long day came to a close, and with it my C-S-T (country schoolteacher) career was ended. As I stepped out into the bitter cold of that January afternoon, my lips said "Br-r-r-r-r," but my heart uttered a fervent "Thank God!" I was an older and wiser woman. I had learned three never-to-be-forgotten facts: (a) Kids say and do the darnedest things. (b) Patience is a virtue well worth cultivating. (c) A schoolteacher's life is anything but a bed of roses.

Lesson 13

Roman Numerals, Fractions, Decimals, and Miscellaneous Uses of Numbers

13.1 Roman Numerals

13.1a **In general.** When transcribing roman numerals, the corresponding braille characters should be used. If roman numerals are printed in capital letters, those consisting of a single letter should be preceded in braille by the capital sign, and those consisting of more than one letter should be preceded by the double capital sign. If roman numerals are printed in lowercase letters, in braille a single letter sign should be placed before the corresponding braille letter or letters. Examples:

V

XL

x

iii

13.1b **With hyphen or dash.** When roman numerals are connected by a hyphen or a dash, the appropriate capital sign, double capital sign, or letter sign must be repeated after the hyphen or the dash. Examples:

VIII-X

xix-xx

V-VII

i–xxx

13.1c **When followed by letters or ordinal endings.** When roman numerals are followed by a letter, letters, or an ordinal ending, these additions must be preceded by the letter sign and contractions may be used only in English terminals. It should be recalled that the situation is somewhat different in the case of arabic numerals. There, as was pointed out in Lesson 12, the letter sign must be used before letters following arabic numerals, and it must also be used before foreign ordinal endings added to such numbers. As stated in Lesson 4, English ordinal endings added to arabic numerals should be contracted, but foreign ordinal endings are never contracted. Examples:

XVa

xvA

XV.A

xth

XXIst

5sten
[German ordinal ending]

XIVème
[French ordinal ending]

Drill 25

Practice writing the following sentences.

1. Edward VIII, son of George V, gave up his throne to marry the woman he loved.
2. The pertinent provisions may be found in §59B(ii).
3. Study the Introduction, x-xv, and ch. 3 §15 pp. 23-25.
4. The map of Czechoslovakia is found on page XVI—XVI being one of the removable pages.
5. Her house is furnished with Louis XIVth furniture.
6. The pros and cons of socialized medicine are set forth in XIV.B of my outline.

13.2 Fractions, Decimals, and Miscellaneous Uses of Numbers

The student is already familiar with the ordinary uses of cardinal, ordinal, and roman numerals and with the dollar sign and percent sign. There remain to be studied fractions, decimals, and some other uses of numbers.

13.2a Fractions. In writing fractions in braille, the fraction line is represented by dots 3-4, the same as the oblique stroke. This symbol is used to separate the numerator and the denominator, and the number sign should not be repeated following it. Examples:

½ 11/100

In a mixed number where the fraction is joined to the whole number by a hyphen, the number sign should not be repeated before the fraction, and the fraction must not be carried over to a new braille line. A whole number that is shown separated from a fraction by a space, as in stock quotations, should be treated as a mixed number in braille. When a mixed number is joined by a hyphen to either a whole number or to another mixed number, the number sign must be repeated before the second number. The reason for this repetition is that the second whole number follows a fraction. Examples:

2½

85 5/16

2½-3

3½-4½

13.2b Decimals. In braille the decimal point is represented by dots 4-6, not the period. It is placed between the number sign and the number of a decimal fraction. Examples:

.7 .03

When a number consists of a whole number and a decimal fraction, the number sign is placed only before the whole number. Example:

8.93

The dollar sign and decimal point should be used in braille when print shows them to represent American coinage. The decimal point should also be used in brailling British decimal coinage. Examples:

$8.75

$.15

$0.32

£1.13

The decimal point should be used when brailling the section numbers of a text, such as this manual, in which the number of a section consists of the chapter number, a decimal point, and the number of the section within the chapter. Examples:

9.1

13.2b

13.2c Mathematical signs of operation. In general literature, the common mathematical signs of operation for *plus, minus, times, divided by,* and *equals* should always be expressed in words. Where dimensions are given in print by using the *times* sign between the measurements, in braille the *times* sign should be rendered as the word *by*. Special braille mathematical signs should be used only in mathematical and scientific texts. Examples:

2 x 2 – 1 = 3.

a 9x12 ft. rug

13.2d Definite points of time. Follow the print copy if a point of time is expressed in words. In expressing a definite point of time in figures, regardless of how it is shown in print, the colon should always be used in braille to separate the hours, minutes, and seconds, and the number sign should not be repeated. If such an expression consists of hours and seconds only, the minutes should be represented by two zeros. Examples:

11:30 p.m.

1:00:15 a.m.

13.2e Intervals of time. An interval of time consisting of hours only is brailled the same way as any other hyphenated numerical expression. Example:

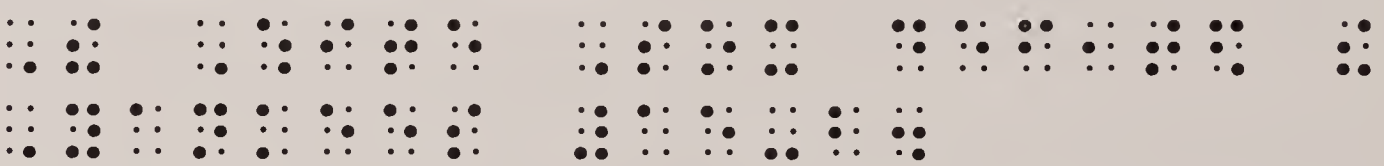
6-7 a.m.

However, in brailling an interval of time consisting of hours and minutes, the number sign must be repeated following the hyphen, because the hyphen comes between a lesser and a greater unit—minutes followed by hours—and the new number sign makes clear the return to the greater unit. Example:

6:15-7:45

13.2f Sports scores, votes, etc. In brailling sports scores, results of votes, etc., a hyphen should be used to separate the numbers even though a dash—short or long—is used in print. However, when the dash is used with numbers to designate the issue, number, and pages of a publication, we recommend retention of the dash in braille. Examples:

The White Sox defeated the Yankees 15-2



The bill passed 403-13.

See Reader's Digest 18–2–23-24.

13.2g Oblique stroke. When the oblique stroke occurs between numbers other than fractions, the number sign should be repeated before the second number. Example:

Model 09/52

Drill 26

Practice writing the following sentences.

1. ½ x 6 ⅔ = 3 ⅓.
2. The ballistics expert determined that death had been caused by a .32-caliber automatic.
3. He bought the stock at 85 $^{5}/_{16}$ and sold it at 88 $^{15}/_{16}$.
4. A rod is a common unit of linear measurement which equals 5 ½ yd., or 16 ½ ft.
5. The length of the astronomical year is about 365 ¼ days, or 365 da., 5 hr., 48 min., 45.51 sec.
6. After deduction of withholding tax, 6 ½% for retirement and $2.75 for life insurance, his take-home pay amounted to $201.63 every two weeks.
7. The nurse reported that the patient's pulse had ceased at 1:00:25 a.m.
8. For 30 minutes, 6:15-6:45, the plane waited for the fog to lift.
9. He won the match in three straight sets: 6-3, 6-2 and 6-2, although his opponent had been a 3-1 favorite.
10. One of the reasons that has been assigned for the tragedy which befell General Custer's men is that they were armed with .45/70 Springfield rifles instead of the repeaters to which they were accustomed.
11. The recipe calls for 2 ½–3 cups of sugar.

EXERCISE THIRTEEN

Prepare the following exercise for submission to the instructor.

1. The high jump was won by Samuel Speed III, who cleared the bar at 6 ft., 10¾ in.—¼ in. higher than the previous school record.
2. At 6½% interest, his investment of $3700.00 yielded a return of just $240.50.
3. In 1932, the principal causes of accidents were: automobiles, 40%; at home, 22.5%; sports and recreation, 15.4%; pedestrians, 8.3%; travel, 6.6%.
4. The American Experience Table of Mortality gave the life expectancy at age 10 as 48.72 years and at age 95 as .50 years.
5. The ratio of the circumference of a circle to the radius is expressed C = 2 x R x 3.1416 (or 3 $^{1}/_{7}$).
6. For many years a minute of silent prayer was observed each November 11, 11:00-11:01 a.m., to commemorate the signing of the armistice ending World War I.
7. Friday, 2-4 p.m., will be devoted to interviewing applicants for the new position.
8. The banquet will begin promptly at 6:30 p.m.
9. Dr. Graylock pronounced the executed murderer dead at 12:02:35 a.m.
10. The missile took off from the launching pad at exactly 6:00:15 a.m.
11. With $^{2}/_{3}$ of the precincts already reported, the Governor leads his nearest competitor 189,769-160,323, though he had been given less than a 50-50 chance of winning by the pollsters.
12. After 15 innings, the two teams were still deadlocked 3–3.
13. The motor number of the stolen car is 030/692.
14. To-day ATandT stock closed at 50 $^{7}/_{8}$, up $^{3}/_{8}$.
15. Articles V-VII of the society's constitution deal with the powers and duties of the officers.
16. Every braille title page should give the number of braille pages contained in the volume—thus, Pages i-xix and 1-79.
17. Pope John XXIIIrd did much to promote the ecumenical movement.
18. King Louis XVth of France is supposed to have said, ''After me, the deluge.''
19. Many cities were demolished by the end of World War II—III will probably see the destruction of civilization.
20. Charles I (1600-1649) was beheaded by the Parliamentary faction in England.
21. Eamon de Valera (1882-) served as Prime Minister of Eire for many years (1937-48 and 1951-).

Lesson 14

The Italic Sign, The Ellipsis, Capitalized or Italicized Portions of Words and the Termination Sign

14.1 The Italic Sign

So far we have studied three composition signs or signs that are peculiar to braille, namely: the capital sign, the number sign, and the letter sign. We will now discuss another composition sign, the italic sign, which is used in braille when necessary to indicate print italics, boldface, small capital letters, or underlining.

As noted in Section 10a of the Code, even though italics and other special typefaces are frequently used in print, in many instances they have no value to the braille reader. Braille italics should be used to indicate print italics, boldface, small capital letters, or underlining only when these are used for purposes of emphasis or distinction, as in the following instances:

Foreign words or phrases
Names of ships, books, pictures, etc.
Subject headings at the beginning of paragraphs
Silent thought as distinguished from conversation
Passages printed in italics or type different from that of adjacent text
even though separated from the text by blank lines

Italics should not be used in braille where distinction is indicated sufficiently by other means, as in the following instances:

Where letters that mean letters are preceded by the letter sign
Where word endings or other portions of words that are printed in italics or boldface are shown standing alone or are preceded or followed by the hyphen (contractions must not be used in such word endings or portions of words)
Where pronunciations are shown in both parentheses and italics
Where a list of words or terms is printed in italics or boldface
Where all chapter titles or other headings, not within the narrative text, are printed in italics or boldface
Where quoted matter is shown in both quotation marks and italics, except where italics are required for emphasis or distinction
In the writing of all stage directions, scene settings, etc., in plays (see Lesson 17)

Note that when quoted matter or an extended passage within a paragraph is indicated in the print copy only by a change of margin, in braille a blank line should be left before and after the passage, and normal paragraph indention should be used.

14.1a Single italic sign. This sign is represented by dots 4-6, and it must be placed immediately before the word, compound word, abbreviation, or number to which it applies. Examples:

President

blue-eyed

OUT-OF-THE-WAY

1914-18

a priori

o'clock

a.m.

Note that the italic sign is not repeated after the hyphen in a compound word, after an apostrophe, or after the first period in an abbreviation. Likewise, it should not be repeated at the beginning of the new line in a divided word. Examples:

dis-
graced

4,000,-
000

un-
American

out-of-
doors

When braille italics are used to represent small capital letters, this indicates to the reader that a distinctive type is being used; therefore, the double capital sign is not required. Normal capitalization should be used when brailling proper names and headings that are printed in small capital letters. Thus, each proper name and only the first and principal words in such a heading should be capitalized. Similarly, when one or more letters of any word or name are shown in larger type than the rest, such letters should be preceded by a single capital sign. Examples:

LITTLE BOY BLUE

SS QUEEN MARY

AMERICAN HERITAGE DICTIONARY

SWEET ROSIE O'GRADY

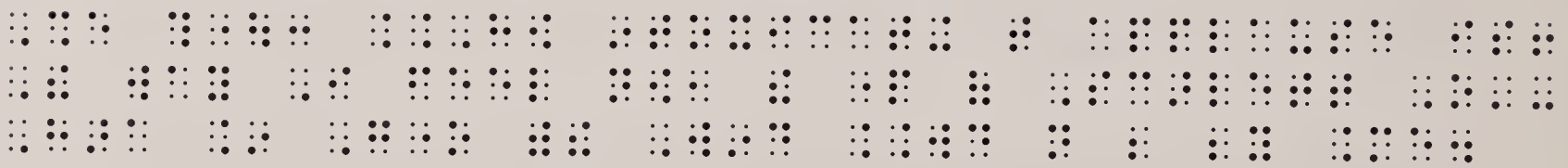
14.1b Double italic sign. When no more than three consecutive words are italicized, the italic sign must precede each word. However, when more than three consecutive words are italicized, the first word should be preceded by the double italic sign (dots 4-6, 4-6) and the last word must be preceded by the single italic sign to indicate that it is the final italicized word. If the last word of an italicized passage of four or more words is a hyphenated compound word, the closing single italic sign should precede the beginning of the compound word. Examples:

The House of Representatives

It was a sad home-coming.

Occasionally a change of type or underlining may appear within an italicized passage. In this case, the italics should be terminated with the word preceding the change and then resumed with the word following it. Example:

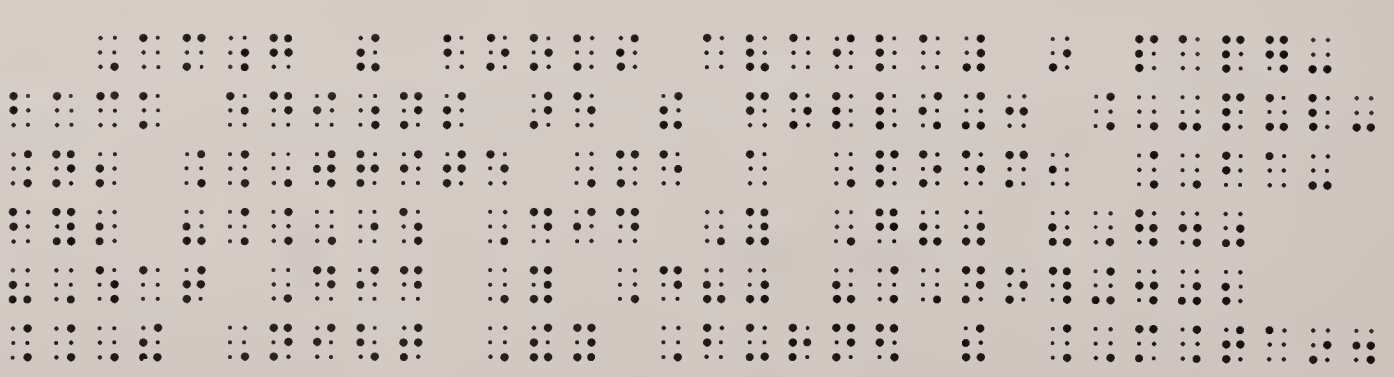
She thought: *How intoxicating that applause is! The way I feel now, the part of Scarlett O'Hara in* ***Gone with the Wind*** *would not be beyond me.*



14.1c Italicized passages of more than one paragraph. When an italicized passage consists of more than one paragraph, the double italic sign should be placed at the beginning of each new paragraph, and the single italic sign should precede only the last word of the last paragraph.

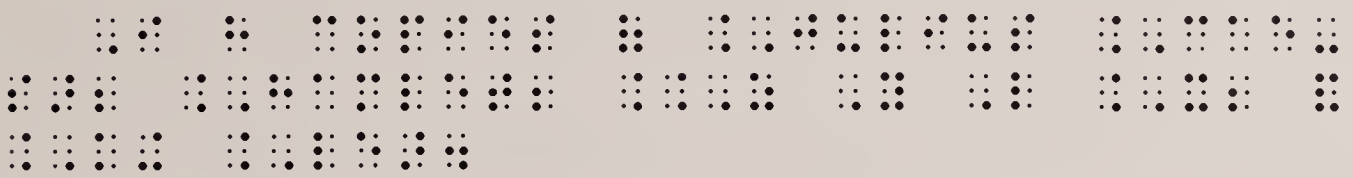
14.1d Series of book titles or other publications. When a series of titles of books or other publications is italicized, the double italic sign should be placed before each title, and the closing single italic sign should be placed before the last word of the last item in the series. Example:

Among the books available in paper-back editions are the following: *Compulsion; Write Me a Poem, Baby; "Where Did You Go?" "Out." "What Did You Do?" "Nothing."; The Night They Burned the Mountain.*

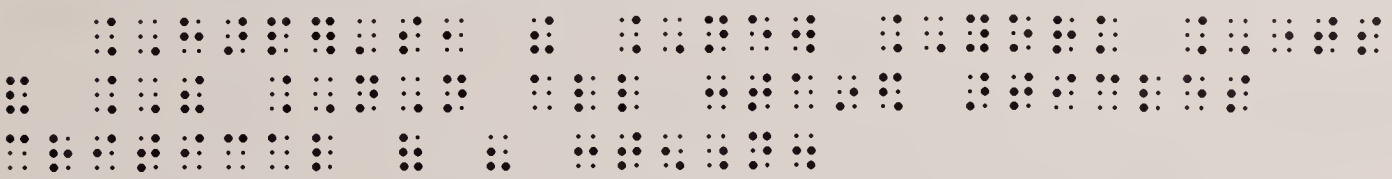


For the purpose of this rule, a group of only two publications is not treated as a series, but see Section 14.1e below. Any group of three or more publications, whether joined by conjunctions or separated by commas, is treated as a series. If the last item of a series consists of only one word, that item should be preceded by the single italic sign. When incidental words, such as *and, or, the,* or *and the,* appear between some of the items in a series, italicize the entire list as a series and ignore the fact that such incidental words are not italicized. Examples:

I have copies of *Julius Caesar; Hamlet; As You Like It;* and *King Lear.*



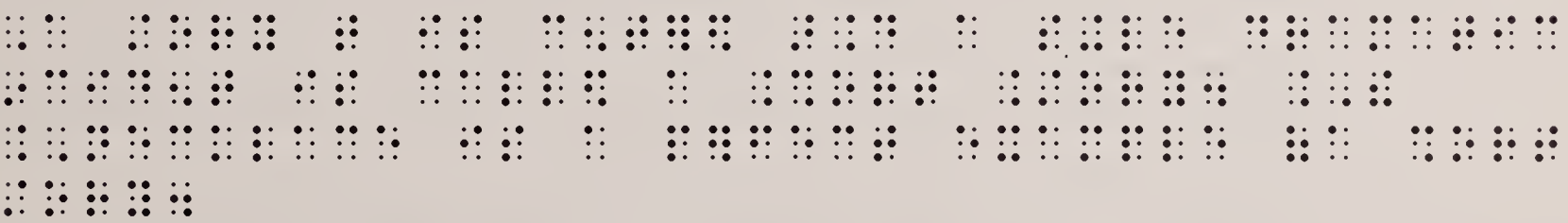
Harper's, the *New York Times* and *The Nation* all contained articles critical of his contention.



14.1e Items italicized for different reasons. Consecutive items that are italicized for different reasons should not be treated as a single italicized passage but should be italicized separately. When two book titles follow one another separated only by punctuation, they should be italicized separately. Examples:

[Here, *short story* is italicized as an emphasized term and *The Necklace* is italicized as a title.]

A story that is centered around a single dramatic incident is called a *short story. The Necklace* is a perfect example of a short story.



[Here, a paragraph heading is followed by an emphasized term.]

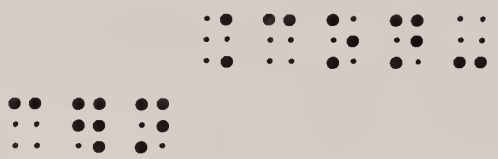
Different Types of Homicide. *Murder in the first degree* is a killing with malice aforethought.

[Here, a list of four book titles is separated by an inserted author's name into two groups of two consecutive titles. Each of these titles must be italicized separately.]

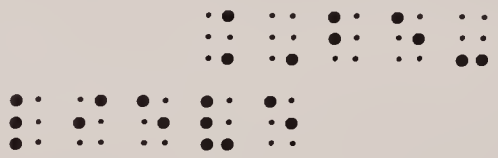
Art Is My Life, The Greek Way, Carl Sandburg's *Harvest Poems* and *Color from a Light Within*

14.1f Italics with lower signs. Although the italic sign contains a dot 4, it is not treated as an upper sign. Like the capital sign, the italic sign is treated as neither a lower nor an upper sign. Therefore, its presence does not alter the application of any of the rules concerning lower signs. For example, if the word *concern* is divided at the end of a line, the *con* sign cannot be used as this would result in two consecutive lower signs, neither of which would be in contact with a character containing a dot 1 or dot 4. The application of this rule is *not* altered when the word is preceded by the italic sign. Examples:

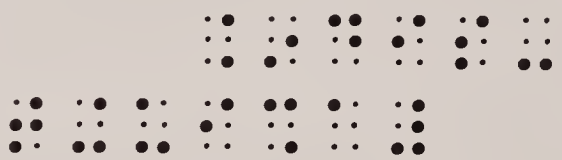
con-
cern



Be-
lieve



indis-
tinguishable



The whole-word lower signs *be, his, was, were, in,* and *enough* may be preceded by the capital sign and/or the italic sign. Examples:

Be careful!

This is *his* coat.

Remember, however, that these whole-word contractions may not be used in contact with any punctuation. This rule is not altered when these contractions are preceded by the italic sign. Examples:

Come in.

"Were you there?"

14.1g Italics with *to, into* **and** *by*. These contractions may be both preceded and followed by the italic sign, just as in the case of the capital sign. Examples:

To err is human.

Give it to *him,* not to me.

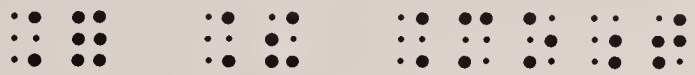
into town

By *default*

By George!

to George

14.1h Italics with *and, for, of, the, with,* **and** *a*. These words should not be joined if punctuation or composition signs intervene. This applies to the italic sign, which is a composition sign. Example:

for the moment 

The single italic sign affects only a single word; therefore, if only the first word of any of these conjunctions or articles in succession is italicized, it should be joined to the following one. Example:

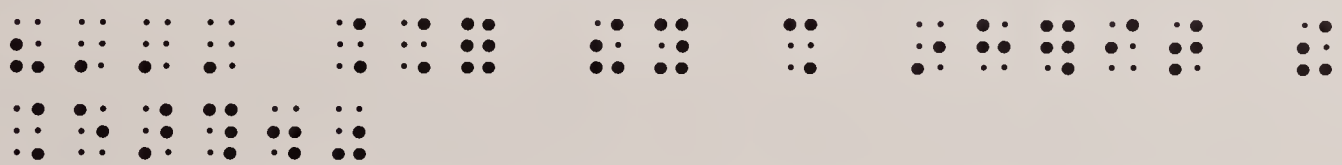
for the people

14.2 The Ellipsis

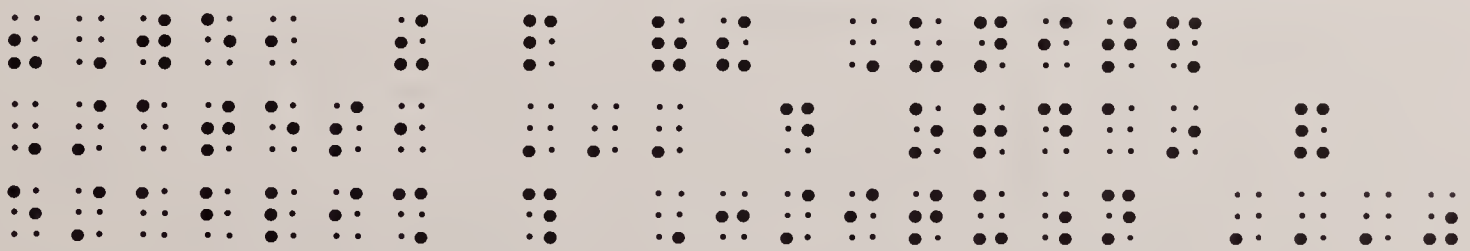
In print, usually the ellipsis is shown as three dots or asterisks used to indicate the omission of words. In braille, it is represented by dots 3, 3, 3. This symbol should be spaced and punctuated as a word. The dash or ellipsis shown at the beginning or end of an italicized passage is not to be included in the braille italics. Examples:

"Fools rush in . . . "

". . . *for they shall inherit the earth.*"



"We, the people of the United States, . . . do ordain and establish this Constitution . . . "



14.2a Ellipsis with a period. When an ellipsis appears to be four dots rather than three, this is because the ellipsis is either preceded or followed by a period. Since the braille period is not the same as the dots of an ellipsis, it must be determined which of the four dots shall be regarded as the period. Print practices vary through time and in different style manuals. The convention

in braille is straightforward and depends on whether the sentence preceding the ellipsis is complete or not. The transcriber must determine whether or not the sentence is complete. If it is complete, the first dot will be the braille period. If it is incomplete, the last dot will be the period. When the period is the first dot, a blank cell should be left between it and the ellipsis. However, when the period is the last dot, no space should be left between the ellipsis and the period.

14.2b Ellipsis ending paragraph or indented as a paragraph. Since the ellipsis is treated in all respects as a word, where it ends a paragraph and there is not room for it on the line with the last words of the paragraph, it may appear on the following braille line by itself. If the omission of an entire paragraph is indicated by an ellipsis, the ellipsis should be indented as a new paragraph.

14.3 Dots Used to Indicate Omitted Letters

When dots are used in print to indicate the omission of letters in a word, just as with the hyphen, an equal number of the unspaced symbol dot 3 should be used in braille. Examples:

d..n [damn]

N.. Y... [New York]

Drill 27

Practice writing the following sentences.

1. Von Rundstedt planned to withhold his attack until *after* the Allied troops had landed.
2. A good source for ideas for new business enterprises is *999 Little-known Businesses* by Carruthers.
3. "*A tempo!*" cried the conductor as he brandished his baton.
4. On the radio a jazz orchestra was playing ONE O'CLOCK JUMP raucously, while the jukebox contributed to the pandemonium with a crooner singing the praise of PEGGY O'NEIL.
5. The Public Affairs Committee pamphlet *Keeping Up with Teen-Agers* is a valuable guide to parents.
6. The following books have been written by Marcia Davenport: *Of Lena Geyer; The Valley of Decision; East Side, West Side; My Brother's Keeper.*
7. He is arriving at 3 *a.m.*, not *p.m.*
8. *The Mysterious Attitude.* Parry the question by pursing the lips and murmuring cryptically: "I wish I could tell you the answer, but . . ." This implies that I have inside information which would blow the lid off everything. "Please don't ask me about that!" is enough to stop the questioner cold.
9. *This is the end,* he thought, as the speeding car bore down upon him.
10. The past tense of verbs ending in *d* and preceded by a single vowel is generally formed by doubling the *d* before adding the *ed,* as in "bed-*ded*", "plod-*ded*" and "bud-*ded.*"
11. *"You're on the road to success when you realize that failure is merely a detour."*— William G. Milnes, Jr., in *The Saturday Evening Post.*
12. The soloist's first number was *Believe Me If All Those Endearing Young Charms.*
13. *They Were Expendable* tells the story of Bataan and Corregidor.
14. *What can it be?* he wondered, as he examined the odd-looking package.
15. It is much easier to get *into* the state of matrimony than to get *out* of it.
16. It is frequently possible to achieve through *education* that which cannot be accomplished by *legislation.*

17. *By eighteenth-century standards,* even today's common laborer would be considered wealthy.
18. By *disability,* as used in the Social Security Act, is meant "inability to engage in substantial gainful activity . . . ."
19. He had managed to obtain two tickets for *Of Thee I Sing*.
20. John is still undecided, but I am definitely *for* the proposed amendment.
21. As he passed by the church, through the open door he heard the priest chanting: "*Agnus Dei, qui tollis . . .*"
22. "I'll be glad when my boot training is over and I can say good-bye to S.. D.... forever," Frank wrote.
23. We were assigned the following books for outside reading: *Mooswa, Murder Point,* Stewart Edward White's *Magic Forest* and *A Child's History of Canada*.

14.4 Capitalized or Italicized Portions of Words and the Termination Sign

14.4a Capitalized or italicized portions of words. Occasionally in print only a portion of a word is capitalized, italicized, or underlined. When this occurs in general literature, hyphens should be inserted in braille to set apart the capitalized, italicized, or underlined portion of the word. Examples:

un*con*cerned

unSELFish

extrad*i*te

*pro*fess

BASEball

ad*dress*

14.4b The termination sign. In general literature the termination sign, represented by dots 6, 3, should be used only where it is necessary for purposes of clarity. For example, if print shows a hyphen after the capitalized, italicized, or underlined portion of a word to indicate a compound word, unless the termination sign is inserted before the hyphen it would be impossible to determine whether the hyphen was used in braille to indicate a compound word or only to terminate the capitalization or italics. The termination sign must also be inserted before the hyphen if the capitalized or italicized portion of the word falls at the end of a braille line and the remainder of the word, which is not capitalized or italicized, falls on the next line. Examples:

white-collar

fool-
proof

14.5 Portions of Words Enclosed in Parentheses or Brackets

Follow print copy when portions of words are shown enclosed in parentheses or brackets. Examples:

u(ni)form

u[ni]ted

Drill 28

Practice writing the following sentences.

1. The word "dispatch" may be spelled either d*i*spatch or d*e*spatch.
2. The *one*-o'clock news report stated that the plane was missing, while the *two*-o'clock broadcast announced its safe arrival.
3. If she will only permit me to *an*nounce our engagement, I will *re*nounce all my bad habits and *de*nounce all my former sweethearts.
4. The ad read: "You simply can't afFORD to be without a FORD."
5. The letters enclosed in parentheses indicates that you failed to use the braille contractions in your manuscript: dist(ing)uish, Minn(ea)polis, m(ed)ic(in)al.

EXERCISE FOURTEEN

Prepare the following exercise for submission to the instructor.

1. It was truly said by Dwight Eisenhower when he was president that "The *federal government* did not create the *states* of this republic. The *states* created the *federal government*...."
2. The thought that the *federal government is wealthy* and the *states poverty-stricken* is a dangerous illusion.
3. Since all men are created equal, it follows *a priori* that no group is entitled to preferential treatment.
4. It took a while to work the bugs out of *LP,* and the growing pains of *stereo* are far more numerous and confusing.
5. Back in 1919, when there were only *105,000,000* of us in this country, it took some *26,000,000* workers to grow our food, dig our fuels and metals, and make the goods we needed.
6. Soon the *Serene* was plunging through the most terrifying storm of the voyage, 1957's Hurricane Carrie which, only a few hundred miles away, sank the huge four-masted German bark *Pamir,* with a loss of 80 lives.

   It was about this time that Cohen began inscribing a piteous document dealing with "The Last Days on Earth of Leslie Cohen." Excerpts:

   Constantly wet. Working 18 hours a day. If I ever come out of this alive I'll never set foot on a boat again.

   Bad storm again! God has never heard three bums pray as loud as we did last night!

   ...

   Another day, another hurricane. This is the worst mistake two men ever made.

7. Whenever he got up to speak, *O'Brien just didn't have any self-assurance.*
8. The following books were written by Thomas Wolfe: *Look Homeward, Angel; Of Time and the River; From Death to Morning; The Story of a Novel; The Face of a Nation; The Web and the Rock; You Can't Go Home Again; The Hills Beyond; A Stone, a Leaf, a Door.*
9. CAPITAL PUNISHMENT: Spending the summer in Washington, D.C.—Richard Armour in *Today's Living.*

SHORT CUT: A route on which you can't find anybody to ask where you are.—Franklin P. Jones in *The Saturday Evening Post*.

10. The local Shakespeare Society is planning to produce one of the following plays this season: *As You Like It; King Richard III; Julius Caesar;* or *Hamlet*.
11. Sometimes Henry, seated at the head of the family in his little dining room at home, would look around him at his wife and two daughters and recall those advertisements you saw in the magazines for insurance or air conditioners—the kind with the banner line reading: *Are you, as head of your family, giving your loved ones the protection they need?* or *As family provider your family looks to you for greater dividends in living comfort*.
12. The *g* in *gnat* is silent.
13. In English, the present participle is formed by adding "ing" to the verb, as in "go-*ing*," "fish-*ing*" and "work-*ing*."
14. *'It is not the size nor the gold equivalent of what each of us contributes to the world that is a measure of the value of his gifts. The service we render to others is really the rent we pay for room on this earth.'*—WILFRED T. GRENFELL
15. Thomas Jefferson will long be remembered for his drafting of *The Declaration of Independence*.
16. Every dog lover should read the story of *The Dog That Wouldn't Be*.
17. Tennyson wrote *In Memoriam* to express his grief at the death of a young friend.
18. The Athenians not only had government *of* the people and *for* the people, but also government *by* the people.
19. The gift of money is *to be spent,* not hoarded.
20. The story of the U-2 incident was reported by *Pravda* in great detail.
21. The taxi turned into *Rue de la Paix,* and we followed in close pursuit.
22. *Oh boy, am I in for a dull evening!* he thought when he saw Aunt Em confronting him in the doorway. "What a pleasant surprise!" he said aloud.—*and now I won't know till morning who won the fight on TV*.
23. He scribbled a hasty note: "Will be in N.. Y... City 2 days. Be careful what you tell the d..n internal revenue guy."
24. Article III, Section I, of the *Constitution* provides as follows: "The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as Congress may from time to time ordain and establish. The judges, ..., shall hold their offices during good behavior; and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office."
25. In the following words the accented syllable is indicated by italics: pro*fi*cient, re*u*nify, *vi*sionary, un*like*ly, pro*vi*so, *dis*cord, pre*tend*.
26. Benny Friedman was the man who put the FOOT in FOOTball.
27. During the 19th century, the *sixteen*-hour day was not uncommon, whereas today there is even talk of shortening the *eight*-hour day.
28. In the following words the letters enclosed in brackets are optional: encyclop[a]edia, cancel[l]ed, bus[s]es.

Lesson 15

Anglicized Words, The Accent Sign, Foreign Words and Texts, Greek and Old and Middle English, Order of Punctuation Marks and Composition Signs

15.1 Anglicized Words, The Accent Sign, Stressed English Syllables

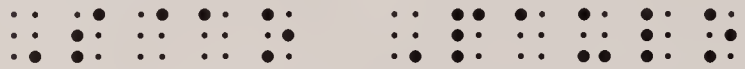
15.1a **Anglicized words.** An anglicized word is one that has been borrowed intact from a foreign language and that has come into such common usage as to be incorporated into the English language. For the purpose of braille transcription, when such borrowed foreign words and proper names are printed in the same typeface as the surrounding English text, they are considered to be anglicized words.

15.1b **The accent sign.** The final braille composition sign to be studied is the accent sign (dot 4). This sign should be used in English texts preceding any letters that are printed with an accent or other mark, whether such letters occur in English or anglicized words, in proper names, or in strictly foreign words, phrases, and passages. When brailling such material, accented letters in foreign or anglicized words must not form part of a contraction and the italics shown in print should be retained. Examples:

découpage

entrée

São Paulo



15.1c **Stressed English syllables.** The *only* instance in which the accent sign may precede a contraction is where the accent indicates a stressed English syllable. Examples:

blessèd

reënforce

15.2 Contractions in Anglicized Words and Proper Names

15.2a **In general.** In English texts, all anglicized words and phrases and all proper names, both English and foreign, should be contracted in accordance with the general rules governing contractions and the special rules given below.

An accented letter must not form part of contractions. A one-cell part-word contraction should not be used when it overlaps a syllable division in an anglicized word or a name that is spelled the same as an English word with a different pronunciation: however, final-letter contractions may be used. Examples:

bêtise

ménage

piñon

mare nostrum

Catherine de Médicis

pension [boarding house]

As pointed out earlier in Lesson 6, dots 2-6 represent only the letters *en* as part of a word or the word enough; thus, this contraction cannot be used to represent the word *en* in the examples below. Note, however, that this does not apply to the use of the contraction for *in* (dots 3-5) to represent the letters or the word. Examples:

en arrière

Chou En-lai·

in aeternum

In anglicized proper names, words, or phrases, those words that correspond to English alphabet contractions or short-form words should be written in uncontracted braille. Similarly, the use of initial-letter two-cell contractions should be avoided where pronunciation does not conform to the pronunciation generally assigned them in English. Examples:

e pluribus unum

honi soit qui mal y pense

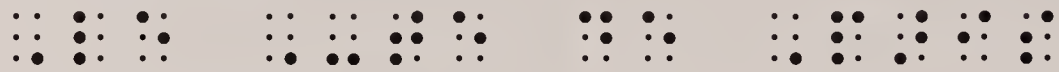
Port Said

ab initio

al fine

15.2b Contractions in proper names. Personal titles used with proper names should be treated as part of the name. Thus, they should be contracted in the same manner as the name itself. Examples:

Le Comte de Paris



Señor y Señora Garcia

Herr Professor Strauss

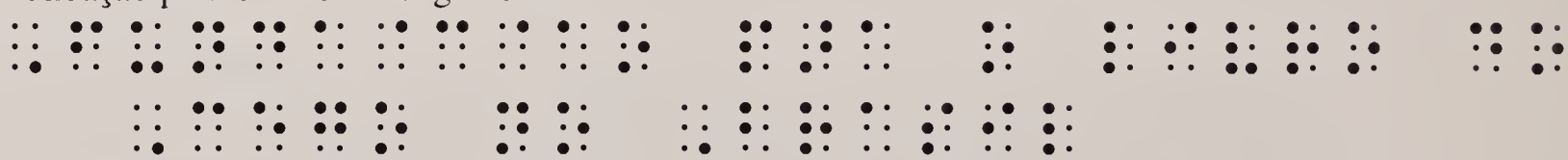
Général de Gaulle

In addition to the names of persons, the names of places, railroad stations, mountains, rivers, vessels, streets, buildings, hotels, institutions, wines, foods, books, operas, pictures, and the like should be contracted. Examples:

Château-Thiery

Arc de Triomphe

Fundação para o livro do Cego no Brasil



Veau en Brochette

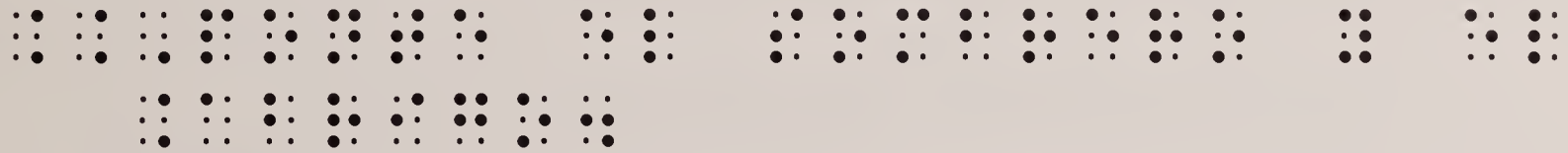
Götterdämmerung

15.3 Foreign Words, Phrases, and Names. Foreign words, phrases, and names which appear in a typeface different from the surrounding English text should be written in uncontracted braille. When brailling such material, the accent sign should be used before any letter that is printed with an accent or other mark, and the special foreign accented letter symbols should not be used. The italics shown in print should be retained in braille. Additionally, the letter sign must be used before a single letter or a combination of letters that could be mistaken for a contracted or short-form English word. Examples:

Comment allez-vous?

Merci, ma chère.

Ponte el sombrero y el abrigo.



15.3a Foreign phrases containing proper names. Contactions should not be used in any English or foreign proper names that appear in a foreign phrase. Examples:

ma jolie Mademoiselle Michèle

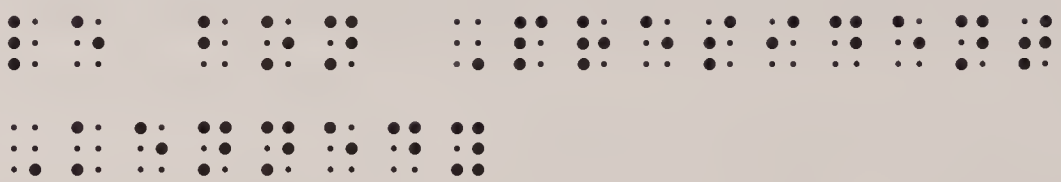
mon ami Jones

das kleine Gretchen

le bon President Kennedy

das kleine Gretchen

le bon President Kennedy



15.3b English interspersed with foreign or corrupted foreign words. The braillist may encounter the problem of transcribing dialect that is a hybrid of English and some foreign language. In such material those sentences or phrases that are purely foreign should be uncontracted: however, where foreign or corrupted foreign owrds are interspersed with English these words should be treated as dialect and contractions should be used. Examples:

"Geh!" (sh)e (said). *"Mach schnell!"*
If (the) k(in)d(er) (go) (to)a public s(ch)ool, (the)y le(ar)n (the) 'gay' ways.
"S(ch)midt," (sh)e (said). "(Tomorrow) Sun(day) i(st). D(er) mass (in) Pi(ed)ras iss n(in)e (by)d(er) clock."
"Das ist gut, Schmidt," (sh)e (said). "(For) zupp(er) I r(in)k a bell."

15.3c Made-up words. A somewhat similar problem arises in the case of made-up words, such as those often found in science fiction. These words cannot be regarded as foreign; therefore, they should be contracted in the same manner as English words.

15.3d Specialized terminology. Foreign words are frequently used in specialized material, such as books on law, medicine, music, and cooking, and for scientific classifications in such fields as botany and zoology. Strictly speaking, these terms are not foreign as they have been incorporated into the scientific or specialized terminology, just as many common expressions have been anglicized. If the meanings of such terms are explained in the text or in a glossary, they should be contracted like English words, even though some of them may not be found in the dictionary. Example:

h(ed)y(ch)ium coron(ar)ia

15.4 Greek and Other Languages Using Nonroman Alphabets

15.4a Greek letters. The braille equivalents for the Greek alphabet are found in Appendix B of the Code. These braille equivalents must be used whenever material printed in Greek letters appears in an English text.

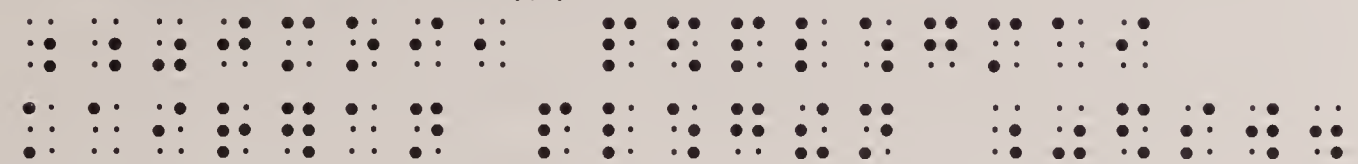
Greek letters should be preceded by dot 2, and neither the letter sign nor the italic sign must be used. However, the appropriate single or double capital sign should be used before uppercase Greek letter. Examples:

15.4b Greek words and passages. If Greek words or passages are printed in italics, the italics should be omitted in braille. In passages consisting of three or less Greek words, each word should be preceded by the letter sign. In passages of more than three Greek words, a double letter sign

should be used before the first word and a single letter sign should be used before the last word. Examples:

Ω τῆς καινότητος.

ὤμοι, πέπληγμαι καιρίαν πληγὴν ἔσω.



15.4c Other languages using nonroman alphabets. When letters, words, or passages from other languages that use nonroman alphabets appear in general English literature texts, this material should be transcribed using dot 2 and the letter sign according to the directives given for Greek in the sections above.

15.5 Old and Middle English

Passages or books written in Old or Middle English are to be considered as foreign and should be transcribed in uncontracted braille.

15.6 Foreign Punctuation Marks

Punctuation used in foreign languages generally follows that used in English; however, the differences that are pointed out below should be observed when transcribing such material found in either English or foreign-language texts.

15.6a The dash. In direct discourse, quotation marks are often replaced by dashes in a number of European languages. In braille, these should be represented by dashes spaced as they are shown in print.

15.6b Questions and exclamations in Spanish. In Spanish a question is enclosed in question marks, the first one inverted and placed before the interrogative word beginning the question. Exclamations are punctuated similarly. In braille, these question marks should be represented by dots 2-6, different from the English question mark, and these exclamation points should be represented by dots 2-3-5, just as in English.

15.6c Quotation marks. The various print marks used to enclose quotations in foreign languages should be represented in braille by the appropriate inner or outer quotation mark symbols.

15.7 Foreign-Language Texts

The transcription of texts intended for use in foreign-language instruction should be undertaken only by transcribers experienced in use of the *Code of Braille Textbook Formats and Techniques*.

In transcribing books written entirely in a foreign language, use uncontracted braille throughout and do not use either the accent sign or the letter sign. Each language has its own set of special braille symbols that must be used to represent the various accented letters. Since the use of these special symbols is restricted to foreign-language texts, they are not listed here. When it is necessary to use such symbols, the transcriber should consult Appendix B of the Code. A complete set of special symbols for the particular language should be presented in the front of each braille volume.

15.8 Summary

The following summary of the salient rules governing the transcription of anglicized words and phrases, foreign words, phrases, and texts should be helpful to the student. In transcribing:

anglicized words or phrases containing accented letters, use the accent sign before each affected letter. Do not use single-letter contractions or short-form words. Use other contractions except where one of the letters in the contraction would be an accented letter.

English and foreign names that appear in an English text, any accented letter should be preceded by the accent sign, and contractions should be used except where the contraction would contain an accented letter.

foreign words, phrases, or passages that appear in an English text, use no contractions. Precede each accented letter by the accent sign, and do not use the special braille symbols for accented letters.

English or foreign proper names that occur in foreign phrases, passages, or texts, contractions should not be used, even in English proper names.

a text written entirely in a foreign language, use the special symbols for accented letters and do not use contractions or the letter sign.

Drill 29

Practice writing the following sentences. No. 5 should be treated as a passage from a book written entirely in French.

1. The attractive divorcée and her distingué protégé created a sensation at the lawn fête.
2. Louis XIV stated the position of all dictators when he said, "*L'état c'est moi.*"
3. The François family with their entire ménage had already departed for Florida.
4. 'And opening his mouth he taught them saying, "Blessèd are the poor in spirit for theirs is the kingdom of heaven. . . ." '
5. Remarquons en passant que derrière ces massifs est le palais du président de la république, qu'on appelle le Palais de l'Élysée. Il n'est pas ouvert, comme le White House à Washington.
6. "*Vive la France!*" defiantly shouted the young patriot as he was led off to face the firing squad.
7. José de San Martín was one of the leading liberators of South America.
8. Signorina Pucini is auditioning with the Metropolitan Opera Company.
9. Étienne professed to be *enchanté* to meet *la belle Mademoiselle Andersen*.
10. The original German title of Erich Remarque's famous book *All Quiet on the Western Front* was *Im Westen Nichts Neues*.
11. "When will you be back?" called his comrades as Poncho rode off in the general direction of the border, and his reply was—*¿Quién sabe?*—
12. The circumference of a circle is equal to π x d.

15.9 Order of Punctuation Marks and Composition Signs

When a series of punctuation marks precedes a word or number, always follow the print copy as to the order of punctuation marks. However, since there are no print equivalents for braille composition signs, the following order should be observed whenever two or more punctuation or composition signs occur together before a word:

opening parenthesis, bracket, or quotation mark
italic sign
letter sign or Greek letter indicator
apostrophe
capital sign
accent sign

Whenever two or more such signs occur together before a number, observe the following order:

opening parenthesis, bracket, or quotation mark
italic sign
number sign
apostrophe
decimal point

Drill 30

Practice writing the following sentences.

1. "*Écoutez bien,*" said Professor Moreau, as he launched into his lecture.
2. He was extremely proud of his former connection with the FBI ("G-men are the world's greatest detectives," he was fond of saying).
3. " 'Twas the night before Christmas, and all through the house, not a creature was stirring, not even a mouse."
4. During his senior year at college ('38-39) he worked part-time in a broker's office.

EXERCISE FIFTEEN

Prepare the following sentences for submission to the instructor. Transcribe No. 10 as if you were brailling a book written entirely in French.

1. "Art thou not, fatal vision, sensible to feeling as to sight? or art thou but a dagger of the mind, a false creation, proceeding from the heat-oppressèd brain?" —*Macbeth*
2. He had just returned to the café after his tête-à-tête with his fiancée.
3. The new government came into power through a coup d'état but masquerades behind a façade of democracy.
4. The dénouement of the plot began when the professor crashed the party clad in tuxedo and black suède shoes and wearing a boutonnière of lilies of the valley.
5. "*Merci beaucoup,*" said Jacques as I handed him the prize.
6. As the victorious French troops reëntered the city, the crowd triumphantly and spontaneously broke into the *Marseillaise:* "*Allons, enfants de la patrie! Le jour de gloire est arrivé! . . .*"
7. France was represented at Versailles by Georges Clemenceau.
8. The *Bismarck* put out to sea accompanied by the *Prinz Eugen.*
9. Jeanne d'Arc was known as the "Maid of Orléans."
10. M. Fred Douglas, jeune Américain qui étudie à Paris, rencontre son ami Charles Rogers à Genève en Suisse.
11. The note began very formally, "*Sehr geehrtes Fräulein Schultz: . . .*"
12. —*¡Qué bonita!*—exclaimed the gay young gaucho as he doffed his sombrero to the lovely señorita.
13. The pin on his lapel proudly proclaimed his affiliation with ΣX.
14. " '49!" he said emphatically, "that was the year I was born!"
15. Preparatory to his departure on his hunting trip, he had purchased a brand-new rifle (.38) and had laid in a supply of ammunition.
16. The first half of Horowitz's program closed with Chopin's *Étude in E Major.*
17. The memory of her insult still rankled in his mind ("*gros cochon*" she had called him).
18. The motto of the United States is "*E pluribus unum.*"

Lesson 16

The Asterisk, Footnotes and Notes, Source References, Credit Lines and Attributions, Transcriber's Notes

16.1 The Asterisk, Numbered or Lettered References

16.1a The asterisk. In braille, all print reference indicators are represented by the asterisk (dots 3-5, 3-5). Print reference indicators include marks, such as the asterisk, dagger, double dagger, etc., as well as numbered or lettered references—small numerals or letters that are set above the print line as are other reference marks.

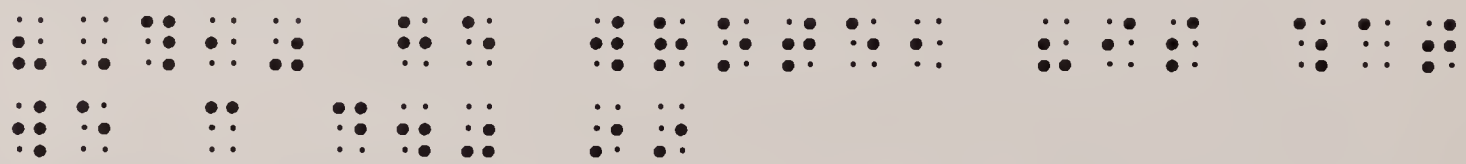
16.1b Numbered or lettered references. Print numbered or lettered references are to be represented by the braille asterisk followed, unspaced, by the number sign and a number or by the letter sign and a letter only in certain instances that will be discussed later in this lesson.

16.1c Position of references. The appropriate braille reference symbol should be inserted in the text following the word or words to which the print reference indicator pertains. The complete braille reference symbol must always be preceded and followed by a blank cell, and it should be placed after any mark of punctuation except the dash. If a print reference indicator is shown inside and unspaced from a closing bracket or parenthesis, the braille reference symbol should follow the bracket or parenthesis after one blank cell. Examples:

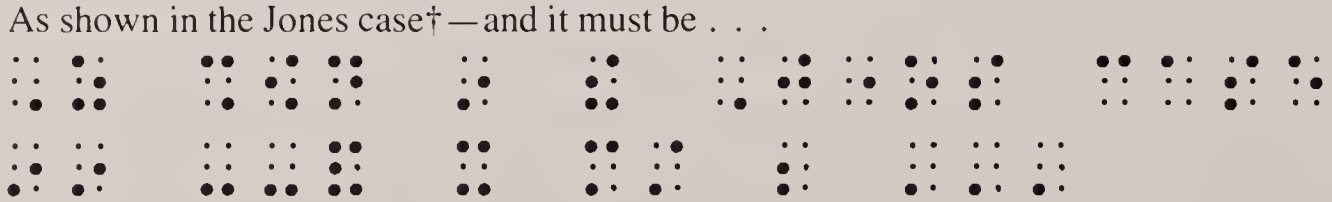
Veterans* Day or Veterans† Day or Veterans‡ Day

1972[a] [as shown in a table]

"This," he wrote, "is what we can do."*



As shown in the Jones case†—and it must be . . .



(. . . quite the opposite.*)

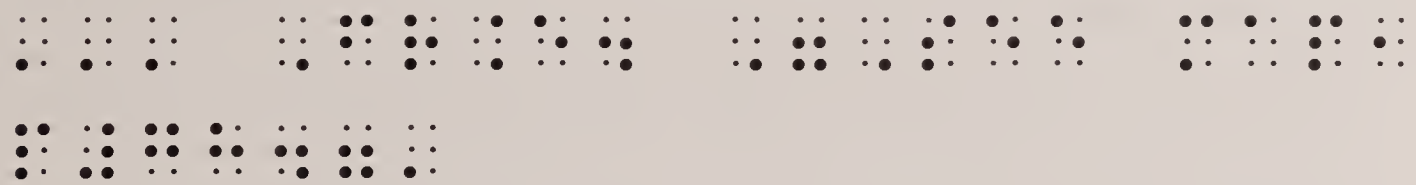
16.2 Footnotes and Notes

For our purposes, notes corresponding to reference indicators in the text are called *footnotes* when they are printed at the foot of the page and *notes* when they are printed at the back of the book or at the end of a chapter. In transcribing general literature books, the appropriate method of presentation should be observed as given below for footnotes and notes in prose, plays or dialogue, poetry,

and tabular material. In heavily annotated texts, it is recommended that *all* footnotes and notes be transcribed according to the *Code of Braille Textbook Formats and Techniques*.

16.2a Short footnotes in prose. In prose, footnotes of seven words or less should be inserted in the text following the word or words to which they refer. Such footnotes should be enclosed in brackets, and the reference indicators should be omitted. Example:

. . . France.*
*See map, page 78.



16.2b Other footnotes in prose. In prose, all footnotes of more than seven words should be inserted immediately below the paragraph in which the reference occurs. Each footnote, preceded by its identifying braille reference symbol, should be brailled in paragraph form, starting in cell 7 with runovers in cell 5. If a footnote contains several paragraphs, each one should be indented to cell 7. A blank line should never precede or follow a footnote unless it is required for some other reason, such as a heading or a break in thought.

When a paragraph contains two or more footnotes each consisting of more than seven words, insert the braille asterisk followed by the unspaced number *1* at the first point of reference, the unspaced number *2* at the second, and so on. Each footnote, preceded by its identifying numbered asterisk, should be brailled as a separate paragraph, starting in cell 7 with runovers in cell 5.

16.2c Notes in a note section. When the print text shows notes in a separate section either at the back of the book or at the end of each chapter, in braille, a note section should be placed at the end of each volume containing all the notes that occur in the volume. The braille page numbers of a note section should be consecutive to those of the regular text. Reference indicators and their accompanying notes should be numbered consecutively, beginning with number *1* in each volume. The braille asterisk, followed by the appropriate number, should be placed at the point of reference in the text, on a new braille line if this is necessary.

The note section should begin on a new page immediately following the text. The word *NOTES* should be centered as a heading on the first line or on the third line if a running head is used. Each note number (brailled without the asterisk or period) should begin in cell 1 of a new braille line. It should be followed by the page number (brailled as the letter *p* before the number) and the line number (brailled as the letter *l* before the number) of the braille text where the corresponding reference occurs. After one blank cell, begin the note itself. All runovers should start in cell 3. Example:

To determine the number of the braille line on which the reference occurs in the text, *all* lines must be counted from the top of the page whether or not they carry braille. When the numbered braille asterisk appears in the text on the line below that containing the word or words to which reference is made, the number of the line containing the numbered asterisk is the one that should be shown in the note section.

16.2d Footnotes in plays or dialogue. In braille, footnotes shown in a play should be placed in a note section as described in Section 16.2c above, regardless of how they are presented in the print text. This is done to avoid confusion between footnotes and the stage directions that are also indented from the left margin.

When footnotes are shown in a short dramatic passage that appears in a book that does not consist exclusively of plays, a note section should be placed at the end of the dramatic passage. A

transcriber's note (see Section 16.5 below) should be inserted before the dramatic passage, giving the number of the braille page on which the notes begin.

16.2e Footnotes in poetry. In books consisting entirely of poetry, the footnotes should be placed in a note section as described in Section 16.2c above.

When poetry appears in a book of prose, footnotes to a poem should be placed in a note section following the poem. A transcriber's note (see Section 16.5 below) should be inserted before the poem, giving the number of the braille page on which the notes begin.

16.2f Footnotes in tables. The asterisk, preceded and followed by a blank cell, should be inserted at the point of reference in the table. When a table contains more than one footnote that is not numbered or lettered in print, the first braille asterisk should be followed by the unspaced number *1*, the second by number *2*, and so on. All footnotes should be placed below the end of the table. Each footnote, preceded by its identifying braille reference symbol, should be brailled as a separate paragraph, starting in cell 3 with runovers in cell 1. No blank line should be left between footnotes; however, a blank line should be left following the last footnote before resuming regular text.

In transcribing a table in columnar form, as provided in Appendix A, Section 5b of the Code, if a line of dots 2-3-5-6 has been used to indicate the bottom horizontal line of the print table, place the footnotes beginning on the next line. If a horizontal line is not shown at the bottom of the print table, a full braille line of dots 2-5 should be inserted below the last line of tabular material, and the footnotes should begin on the next line.

When a table is transcribed in paragraph or linear form, as provided in Appendix A, Section 5c of the Code, a full braille line of dots 2-5 should be inserted on the line below the last line of the table. The footnotes should begin on the next line, and they should be brailled as directed above.

16.3 Source References

16.3a In general. Where the meaning would be clear, references may be condensed and/or abbreviated in braille. In the following examples, note that not only are the words *chapter*, *page*, and *line* abbreviated, but the commas shown in print are omitted. The letter *p* is used to represent both *page* and *pages*. The capital sign is omitted before the *p;* however, the word *and* must be retained for clarity. Examples:

Chapter 4, page 50, line 5

Pages 8-21

Pages 8 and 21

Arabic numerals should be substituted for roman numerals except where reference is made to roman page numbers. In the second example below, note that the braille abbreviation *p* for *pages* cannot be used before the roman numerals because of the possibility of confusion; therefore, the print abbreviation *pp.* should be retained. Examples:

Volume II, pp. 120-125

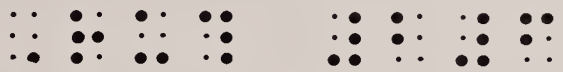
Vol. I, pp. xi-xvii

16.3b Biblical references. When biblical references are shown with the name of the book abbreviated, they should be brailled with the abbreviation of the name of the book followed by the chapter

number and verse number, all unspaced. Where the name of the book is not shown abbreviated, a blank cell should be left between it and the chapter number. In the examples below, note the substitution of arabic for roman numerals and the omission of the print colon. Since the braille abbreviation *v* is used to represent both *verse* and *volume*, it should be used only when the context makes it clear which word is intended. Examples:

Heb. VI 9 or Heb. 6:9

Ruth II 6



Verses 6-10

II Cor. 12:13

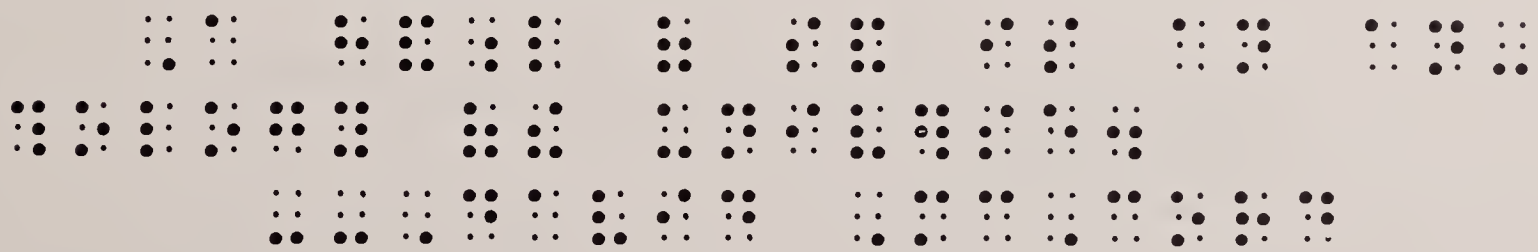
16.4 Credit Lines and Attributions

When an author acknowledges brief excerpts from the works of another, this is usually done by means of a credit line or attribution. It may consist of only the author's name or it may include the title of the work or other source, a date, and/or a location. In braille, a credit line should always begin on the same page as the ending of the quoted matter to which it refers. When necessary, the completion of a credit line may be carried over to a new braille page. A dash should not be inserted before a credit line unless one appears in print. No blank line should precede a credit line, but a blank line should be left between the credit line and text that follows.

When an attribution is printed on the same line as the end of the credited material, follow this format in braille. When a credit line is shown accompanying a title or other centered heading in the print text, it should be placed on the line immediately below the title or heading, starting in cell 7 with runovers also starting in cell 7. All other credit lines and their runovers should be blocked starting four cells to the right of the beginning of the preceding braille line. For example, they should start in cell 5 following material beginning at the left margin, in cell 7 following material beginning in cell 3, and so on. Example:

A handful of sand is an anthology
of the universe.

—David McCord



16.5 Transcriber's Notes

Whenever a special braille format or usage that requires explanation appears infrequently in a transcription, a transcriber's note should be inserted before the text to which it applies. A blank line must not be left before or after a transcriber's note except where required by other braille formats. Each note should be brailled in paragraph form, with each paragraph starting in cell 7 and runovers in cell 5. An unspaced transcriber's note symbol (dots 6, 3) must precede and follow

each complete note, regardless of the number of paragraphs it may contain. This symbol must not be in contact with any whole-word, lower-sign braille contraction. Example:

Drills are not given for Lesson 16 nor for the remaining lessons in this manual because these lessons are concerned mainly with format.

EXERCISE SIXTEEN

Prepare the following exercise for submission to the instructor. It consists of several excerpts and a biblical quotation. These selections should be transcribed using a 40-cell braille line and following the appropriate format for footnotes and references as presented in Lesson 16. The number and title of each excerpt should start in cell 3 with runovers in cell 1. On the next line, begin the excerpt. A blank line should be left between the excerpts.

1. Excerpt from *Love, Eleanor,* by Joseph P. Lash (New York: Doubleday & Co., Inc., 1982):

> I started this letter before dinner (I'm at the White House) and was summoned to the President's study for cocktails. You and I never seem to be on time where the C-in-C is involved. He was in a jovial mood so I guess the visit of Mr. 'Brown'* has gone well. Mrs. R. says that the Pres. feels he got onto a warmer personal basis with Mr. 'Brown.' It amuses me that with the Pres. who is so coldly impersonal himself and with Mr. 'Brown' who belongs to a clan that prides itself on its ability to evaluate people & events impersonally, the object becomes one of getting onto a plane of discourse that has more warmth.
>
> Did I ever tell you that one weekend at H.P. when Mackenzie King† was there and some Vassar girls, we got onto a discussion of postwar organization. The Pres. then talked about a monopoly of post-war military power in the hands of England and the United States. I meekly asked—what about Russia, and the Pres. dismissed it? Tonight Jane Plimpton‡ asked the Pres. anent a remark of his that we would police the aggressor nations after the war to see that they didn't rearm—who would do the policing? The Pres. remarked: ourselves, the English, the Russians, and the Chinese. Mrs. R. & I both looked at one another and smiled. Then he said, 'If we hang together,' and that he thought we would.

* Mr. "Brown" was the code name for Vyacheslav M. Molotov, Soviet Commissar of Foreign Affairs, whose fateful visit to the White House, where he had pressed for an early second front, had just been concluded.

† Canada's Prime Minister.

‡ Vassar student body head who had attended the Campobello Summer Institute.

2. Excerpt from *Working,* by Studs Terkel (New York: Pantheon Books, 1974):

> Our neighbors came over. They're sixty-eight. They're broiler farmers.* She plays piano in the church, by songbooks written in do-re-mi notes. I brought a record out—hits of the last sixty years. It was from Caruso to Mario Lanza or something. She didn't recognize one piece of music on that record except Eddy Arnold. They didn't get a radio down there until about 1950, because they weren't wired for electricity.† So we've got one foot in the thirties and one in the seventies.

* "Arkansas is the leading producer of poultry in the United States. The broiler farmer invests somewhere between twenty and thirty thousand dollars in two chicken houses. They hold up to seven thousand baby chicks. The packing company puts the chicks in and supplies the feed and medicine. At the end of eight weeks they're four and a half pounds. The companies pick 'em up and pay you for 'em. Ralph Nader's been after them. It's almost white slavery. The farmer invests and the company can say, 'This is a lousy lot, we're not gonna pay you the full price.' But you're still putting in twelve hours a day."

† Clyde Ellis, a former congressman from Arkansas, recalls, "I wanted to be at my parents' house when electricity came. It was in 1940. We'd all go around flipping the switch, to make sure it hadn't come on yet. We didn't want to miss it. When they finally came on, the lights just barely glowed. I remember my mother smiling. When they came on full, tears started to run down her cheeks. After a while she said: 'Oh, if only we had it when you children were growing up.' We had lots of illness. Anyone who's never been in a family without electricity—with illness—can't imagine the difference. . . . They had all kinds of parties—mountain people getting light for the first time. There are still areas without electricity . . ." (quoted in *Hard Times* [New York: Pantheon Books, 1970]).

3. Excerpt from *Money, Whence It Came, Where It Went,* by John Kenneth Galbraith (Boston: Houghton-Mifflin, 1975):

> By far the most memorable participant in this debate was a London stockbroker of Jewish provenance who, unknown to himself or anyone else, was, by this discussion, launching one of the most famous careers in economic thought. Some would later count him the greatest of all economists. This was David Ricardo, and he was an uncompromising supporter of the Bullion Committee and of what soon was to be known over the world as the gold standard. "During the late discussions on the bullion question, it was most justly contended, that a currency, to be perfect, should be absolutely invariable in value." [10] After conceding that precious metals could not be counted upon to be quite so invariable and perfect ("they are themselves subject to greater variations than it is desirable a standard should be subject to. They are, however, the best with which we are acquainted." [11]), Ricardo went on to hold that, without such a standard, money "would be exposed to all the fluctuations to which the ignorance or the interests of the issuers might subject it." [12] He was not opposed to bank notes. He thought them economical and a great convenience. But let them always be fully convertible into the metal on demand.

[10] David Ricardo, *The Works and Correspondence of David Ricardo,* Vol. IV, *Pamphlets 1815–1823,* Piero Sraffa, ed. (Cambridge: Cambridge University Press, 1951), p. 58.
[11] Ricardo, *Pamphlets,* p. 62.
[12] Ricardo, *Pamphlets,* p. 59.

4. Biblical quotation.

"There be three things which are too wonderful for me, yea, four which I know not: The way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; and the way of a man with a maid."

—Prov. XXX, 18–19

5. Excerpt from *The Last Battle*, by Cornelius Ryan (New York: Simon & Schuster, Inc., 1966):

> Montgomery had indeed mounted the main counteroffensive from the north and east and had directed it superbly. But, at the Field Marshal's press conference, to use Eisenhower's words, "he unfortunately created the impression that he had moved in as the savior of the Americans." Montgomery failed to mention the part played by Bradley, Patton and the other American commanders, or that for every British soldier there were thirty to forty Americans engaged in the fighting. Most important, he neglected to point out that for every British casualty forty to sixty Americans had fallen.* †

* These figures were given by Winston Churchill on Jaunary 18, 1945, in a speech before the House of Commons. Appalled by the breakdown in amity, he announced that "U.S. troops have done almost all the fighting" in the Ardennes, suffering losses "equal to those of both sides at the Battle of Gettysburg." Then, in what could only be interpreted as a direct slap at Montgomery and his supporters, he warned the British not to "lend themselves to the shouting of mischief makers."

† "I should never have held the press conference at all," Montgomery told the author in 1963. "The Americans seemed over-sensitive at the time and many of their generals disliked me so much that no matter what I said, it would have been wrong."

Lesson 17

Special Formats

17.1 Poetry

17.1a In general. When transcribing poetry, each *poetic line* should begin in cell 1 of a new braille line even if the line is very short or if it is shown indented in print. When a poetic line is too long to be contained on a single braille line, the runover should begin in cell 3 of the following line.

Each stanza should be preceded and followed by a blank line. When a stanza ends on line 25 of a braille page, a blank line should be left at the top of the next page, following the running head if one is used.

17.1b Stanzas divided between pages. In dividing a stanza between braille pages, no runover of a poetic line should be carried over to a new page. Additionally, observe the following: (1) In the first stanza, unless there is space at the bottom of a page for the title (if any) and the first two complete poetic lines in the poem, it should begin on a new page. (2) In subsequent stanzas, division must be made so that at least one complete poetic line will appear at the bottom or at the top of a braille page.

17.1c Numbered lines in poetry. When a book shows lines of a poem numbered in the margin, only the line numbers that appear in print should be indicated in braille. These numbers (brailled without the number sign) should be placed at the right margin of the braille line on which the numbered print line begins. When numbered lines are used, no line of poetry must be placed on the same line with a braille page number, and all lines of poetry must end at least two cells before the beginning of the line numbers, whether or not a number actually appears at the end of the braille line. Example, from *The Poetry of Robert Frost,* edited by Edward Connery Latham (New York: Holt Rinehart and Winston, 1969):

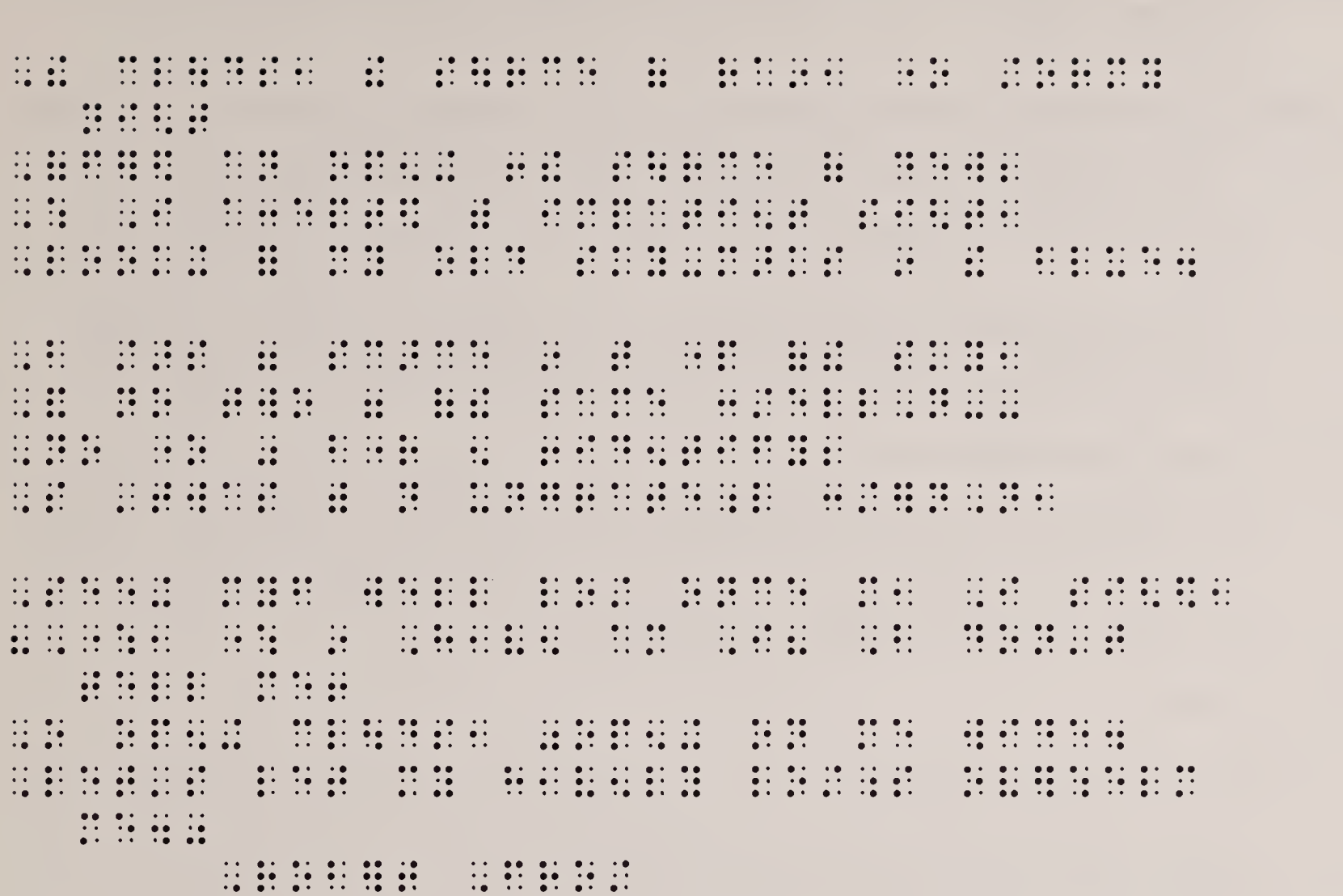
LOST IN HEAVEN

The clouds, the source of rain, one stormy night
Offered an opening to the source of dew;
Which I accepted with impatient sight,
Looking for my old sky-marks in the blue.

But stars were scarce in that part of the sky,
And no two were of the same constellation—
No one was bright enough to identify;
So 'twas with not ungrateful consternation,

Seeing myself well lost once more, I sighed,
"Where, where in Heaven am I? But don't tell me!
O opening clouds, by opening on me wide.
Let's let my heavenly lostness overwhelm me."

Robert Frost



In the poem above, note that both line 1 and line 12 could be contained on a 40-cell line. However, even though no line numbers appear on these lines, they must be brailled with runovers in order to maintain the required spacing of two blank cells before the line numbers. Note also that the line number for line 10 is placed at the right margin of the braille line on which the numbered print line begins rather than with the runover.

Certain problems in poetry transcription that are encountered infrequently in general literature are not discussed here. Instead, the transcriber is referred to the Code, where rules are set forth for the following: poetry written in prose form, Appendix A, Section 2; poetry in plays, Appendix A, Section 8d. When scansion and stress are shown in poetry, refer to the *Code of Braille Textbook Formats and Techniques*.

17.2 Play and Dialogue Format

17.2a **In general.** Print italics should be omitted when brailling all scene settings, stage directions, etc., and braille parentheses should be substituted for any square brackets shown in the print text.

17.2b **Cast of characters.** Omit print italics and use only the single capital sign before the names of characters. Each name should begin in cell 1, and print copy should be followed as to the punctuation used to separate names from any following identifications. All runovers in the list should begin in cell 3. When names and identifications are printed in columns, ignore this format and insert a braille dash to separate the name from its identification.

When print shows several names grouped by means of a brace or ditto sign and followed by a single identification, this identification should be placed after the name of the first character in the group, and the braille ditto sign (dots 5, 2) should be inserted after the name of each subsequent character.

17.2c Scene and stage settings. Scene settings should be brailled in paragraph form, starting in cell 3 with runovers in cell 1. A blank line should be left after such settings to separate them from material that follows.

17.2d Stage directions. The print text may use stage directions to indicate characters' actions or manner of speech, and they may be set apart from the dialogue or printed within it.

Stage directions that are set apart from dialogue should be blocked starting in cell 5. They should not be enclosed in parentheses unless they are shown in square brackets in the print text. Blank lines should not be left before or after such stage directions unless required by a change of scene.

Stage directions that appear within dialogue should be enclosed in parentheses and placed within the dialogue. Those that follow the name of a speaker should be enclosed in parentheses and placed before the period that follows the speaker's name (see Section 17.2e below).

17.2e Speakers and dialogue. Except when italics are used in dialogue to show voice emphasis, omit italics and use only the single capital sign before names of speakers and characters. The name of each speaker should begin in cell 1 and be followed by a period. After one blank cell, the dialogue should begin on the same braille line. All runovers of dialogue should begin in cell 3.

For rules regarding the transcription of plays or dialogue written wholly or partly in poetry, the transcriber is referred to Appendix A, Section 8d of the Code.

17.3 Outlines

Each main outline division (usually *I*, *II*, etc.) should begin in cell 3. Start each subdivision of the first order (usually *A*, *B*, etc.) in cell 5. Start each subdivision of the next order (usually *1*, *2*, etc.) in cell 7. Indent two cells to the right for the beginning of each lesser subdivision. All runovers, regardless of the subdivision indentation, should begin in cell 1. A skeleton outline is shown in Appendix A, Section 7 of the Code.

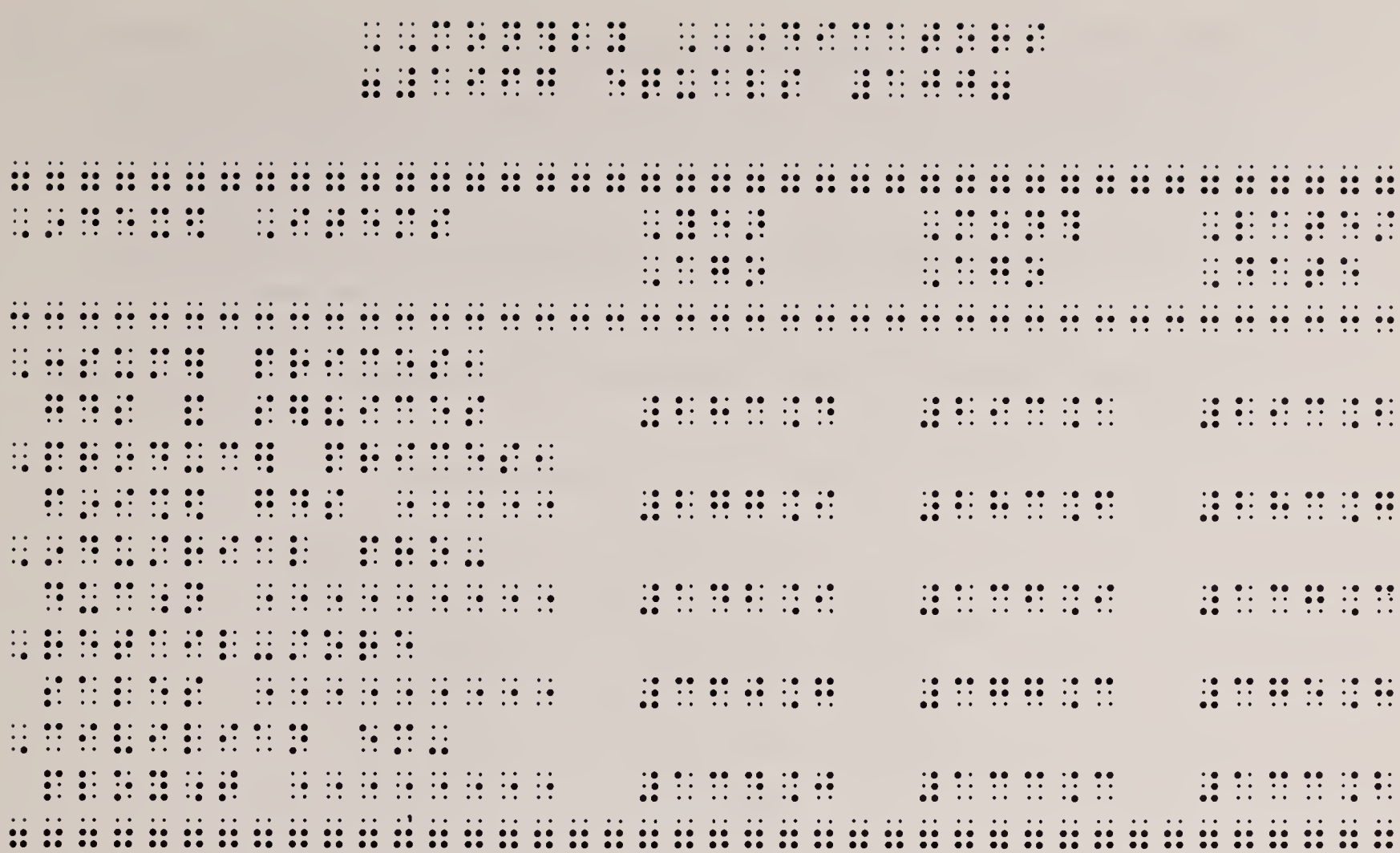
17.4 Tabular Material

The problems found in tabular material are so varied and complex that we feel it may be more helpful simply to illustrate some methods that are generally used in transcribing such materials.

17.4a Columnar format. Rules for transcribing tables in braille columnar format are given in Appendix A, Section 5b of the Code. Following the table shown below is a discussion of the application of Code rules in setting up the table.

MONTHLY INDICATORS
(1967=100)

Indexed Items	Year Ago	Month Ago	Latest Date
Consumer prices, goods and services	283.4	293.1	293.2
Producer prices, finished goods	277.9	283.6	283.7
Industrial production	142.9	136.9	137.3
Retail-store sales	360.7	377.3	375.8
Civilian employment	134.0	133.3	133.2



First, you must determine how many cells in the 40-cell braille line should be allotted for each column. There are four columns in this table—one wide column at the left followed by three narrow columns. Each of the narrow columns will require 6 cells; therefore, 18 cells are needed for the three columns. Next, you must allow at least 2 blank cells between the columns, or 6 cells in all. You now have a total of 24 cells—18 for brailling the three columns and 6 for spacing between columns. Finally, subtracting 24 from 40 leaves 16 cells to be used for brailling the first column.

A blank line is left preceding and following the title of the table. Rows of dots 2-3-5-6 are used to represent the heavy horizontal lines shown in the print table. A blank line is left before the top line and after the bottom line. Note, however, that no blank lines are left before or after the lighter line within the table that is represented by a row of dots 2-5. The column headings and their runovers are left-justified above their respective columns.

Note that in the first column it is necessary to use two braille lines for each of the items, and that these runovers are indented one cell to the right of the left-hand margin of the column. Figures in the other three columns are placed on the *last* line of each item in the first column. Note also the use of guide dots (dot 5) after runovers of items in the first column. These guide dots are very helpful to the reader in following the braille line across from column to column. They should be used whenever more than five blank cells are left within a column after a short item or a runover.

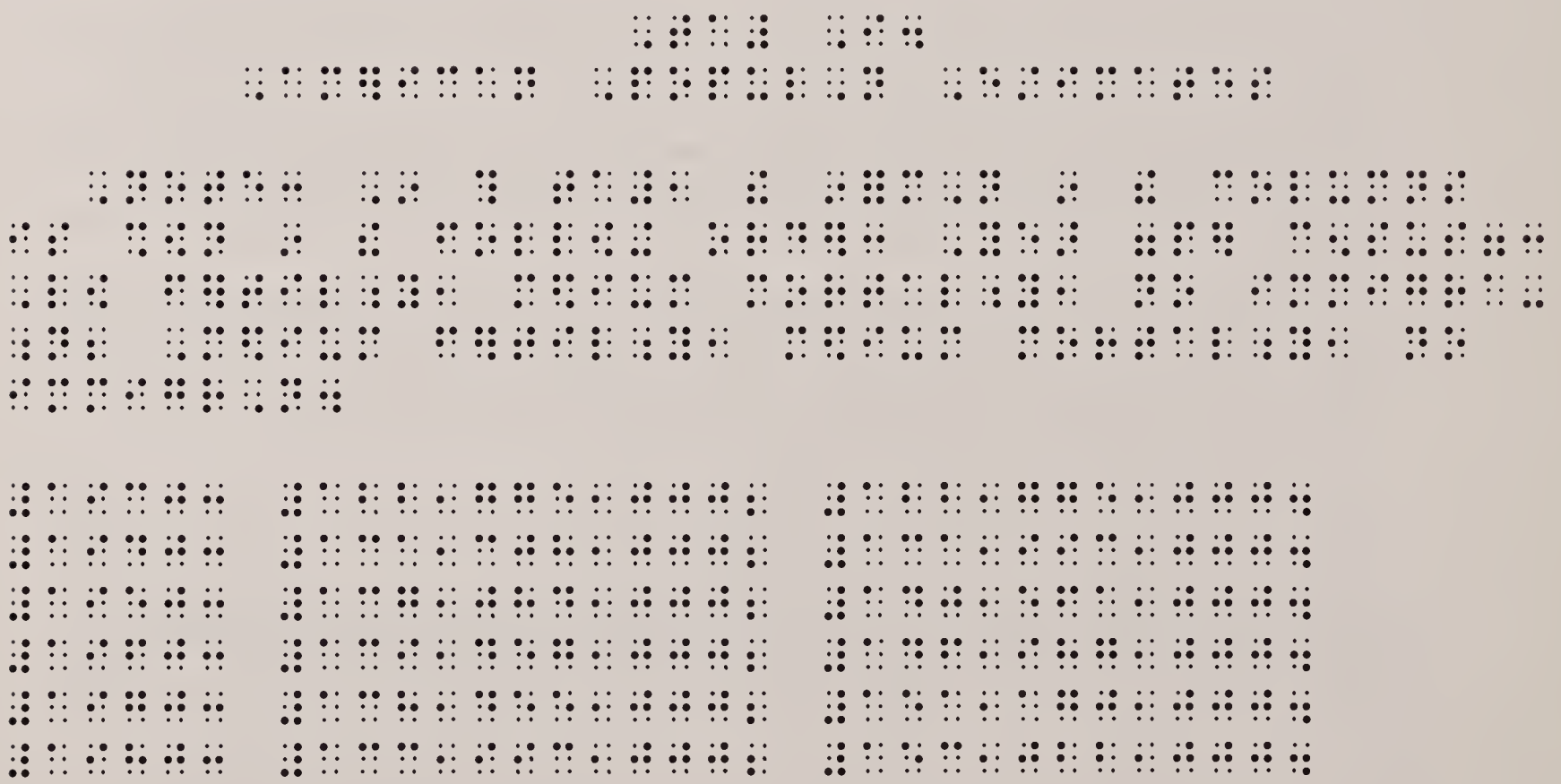
17.4b Linear format. If a table is too wide to fit the braille line in columnar format, the material may be brailled in linear or paragraph format according to the rules given in Appendix A, Section 5c of the Code. The table below is adapted from *Idle Money, Idle Men,* by Stuart Chase (New York: Harcourt, Brace and Company, 1940), and it illustrates this method. After the title of the table, an appropriate note (preceded and followed by a blank line) should be inserted, such as:

> Note: in this table, the information in the columns is shown in the following order [or in this table, the columns follow each other in this order, or similar wording]: Year (per census): Low fertility, medium mortality, no immigration; Medium fertility, medium mortality, no immigration.

Transcription of the table then follows as described in the note, with each row of the table starting in cell 1.

Table I. American Population Estimates

Year (per census)	Low fertility, medium mortality, no immigration	Medium fertility, medium mortality, no immigration
1930	122,775,000	122,775,000
1940	131,308,000	131,993,000
1950	137,084,000	140,561,000
1960	139,457,000	146,987,000
1970	138,455,000	151,170,000
1980	133,993,000	153,022,000



17.4c Tabular format on two facing pages. Appendix A, Section 5b(10) of the Code authorizes another method of presenting tabular material, namely, placing it across two facing braille pages. This method should be used only for a table that contains a number of columns that must be studied by making comparisons both horizontally and vertically.

EXERCISE SEVENTEEN

Prepare the following exercise for submission to the instructor. It consists of a poem, an excerpt from a play, an outline, and a table. These selections should be transcribed using a 40-cell braille line and following the appropriate formats as presented in Lesson 17. Omit the heading *EXERCISE SEVENTEEN*—instead, each selection should begin on a new page headed by the title of the item centered on line 1, followed by a blank line only on the first page. Number the pages consecutively throughout the exercise.

The following is taken from *Poems for Young People,* by Edna St. Vincent Millay (New York: Harper and Brothers, 1929).

Recuerdo

We were very tired, we were very merry—
We had gone back and forth all night on the ferry.
It was bare and bright, and smelled like a stable—
But we looked into a fire, we leaned across a table,
We lay on the hill-top underneath the moon;
And the whistles kept blowing, and the dawn came soon.

We were very tired, we were very merry—
We had gone back and forth all night on the ferry;
And you ate an apple, and I ate a pear,
From a dozen of each we had bought somewhere;
And the sky went wan, and the wind came cold,
And the sun rose dripping, a bucketful of gold.

We were very tired, we were very merry—
We had gone back and forth all night on the ferry.
We hailed, "Good morrow, mother!" to a shawl-covered head,
And bought a morning paper, which neither of us read;
And she wept, "God bless you!" for the apples and the pears,
And we gave her all our money but our subway fares.

Edna St. Vincent Millay

The following is taken from *Philadelphia, Here I Come!,* by Brian Friel (New York: Farrar, Straus, and Giroux, 1965), and it includes the cast of characters, stage setting, and a portion of the dialogue.

Cast

Madge	*Housekeeper*
Gar O'Donnell (Public) }	*Son of the house*
Gar O'Donnell (Private) }	
S. B. O'Donnell	*Gar's father*
Kate Doogan/Mrs King	*Daughter of Senator Doogan*
Senator Doogan	
Master Boyle	*Local teacher*
Lizzy Sweeney	*Gar's aunt*
Con Sweeney	*Lizzy's husband*
Ben Burton	*Friend of the Sweeneys*
Ned }	*The boys*
Tom }	
Joe }	
Canon Mick O'Byrne	*The parish priest*

There is an interval at the end of Episode I and at the end of Episode II

Time: the present in the small village of Ballybeg in County Donegal, Ireland. The action takes place on the night before, and on the morning of, Gar's departure for Philadelphia.

When the curtain rises the only part of the stage that is lit is the kitchen, i.e. the portion on the left from the point of view of the audience. It is sparsely and comfortlessly furnished—a bachelor's kitchen. There are two doors; one left which leads to the shop, and one upstage leading to the scullery [off]. Beside the shop door is a large deal table, now set for tea without cloth and with rough cups and saucers. Beside the scullery door is an old-fashioned dresser. On the scullery wall is a large school-type clock.

Stage right, now in darkness, is Gar's bedroom. Both bedroom and kitchen should be moved upstage, leaving a generous apron. Gar's bedroom is furnished with a single bed, a wash-hand basin (crockery jug and bowl), a table with a record-player and records, and a small chest of drawers.

These two areas—kitchen and Gar's bedroom—occupy more than two-thirds of the stage. The remaining portion is fluid: in Episode I for example, it represents a room in Senator Doogan's home.

The two Gars, Public Gar and Private Gar, are two views of the one man. Public Gar is the Gar that people see, talk to, talk about. Private Gar is the unseen man, the man within, the conscience, the alter ego, the secret thoughts, the id.

Private Gar, the spirit, is invisible to everybody, always. Nobody except Public Gar hears him talk. But even Public Gar, although he talks to Private Gar occasionally, never sees him and never looks at him. *One cannot look at one's alter ego.*

Episode I

[Kitchen in the home of County Councillor S. B. O'Donnell who owns a general shop. As the curtain rises Madge, the housekeeper, enters from the scullery with a tray in her hands and finishes setting the table. She is a woman in her sixties. She walks as if her feet were precious. She pauses on her way past the shop door.]

MADGE Gar! Your tea!

PUBLIC [*off*] Right!

[She finishes setting the table and is about to go to the scullery door when Public Gar marches on stage. He is ecstatic with joy and excitement: tomorrow morning he leaves for Philadelphia.]

GAR [*singing*] 'Philadelphia, here I come, right back where I started from . . .' [*Breaks off and catches Madge*] Come on, Madge! What about an old time waltz!

MADGE Agh, will you leave me alone.

[He holds on to her and forces her to do a few steps as he sings in waltz time.]

PUBLIC 'Where bowers of flowers bloom in the spring'—

MADGE [*struggling*] Stop it! Stop it! You brat you!

PUBLIC Madge, you dance like an angel. [*Suddenly lets her go and springs away from her.*] Oh, but you'd give a fella bad thoughts very quick!

MADGE And the smell of fish of you, you dirty thing!
[*He grabs her again and puts his face up to hers, very confidentially.*]

PUBLIC Will you miss me?

MADGE Let me on with my work!

PUBLIC The truth!

MADGE Agh, will you quit it, will you?

PUBLIC I'll tickle you till you squeal for mercy.

MADGE Please, Gar . . .

PUBLIC [*tickling her*] Will you miss me, I said?

MADGE I will—I will—I will—I——

PUBLIC That's better. Now tell me: What time is it?

MADGE Agh, Gar——

PUBLIC What time is it?

MADGE [*looking at clock*] Ten past seven.

PUBLIC And what time do I knock off at?

MADGE At seven.

PUBLIC Which means that on my last day with him he got ten minutes overtime out of my hide. [*He releases Madge.*] Instead of saying to me: [*grandly*] 'Gar, my son, since you are leaving me forever, you may have the entire day free,' what does he do? Lines up five packs of flour and says: [*in flat dreary tones*] 'Make them up into two-pound pokes.'

The following was adapted from *The People's Choice*, edited by Albert R. Kitzhaber (New York: Holt, Rinehart, and Winston, Inc., 1974):

New School Needed

I. Structural deterioration of existing Wilson High School building
   A. Damaged roof covering and rotting roof timbers
      1. Three major leaks during last year
      2. Dust problem caused by termite damage
   B. Crumbling stairwells and broken handrails
   C. Insufficient fireproofing and safety protection
      1. Four fires during last year
      2. Denial of safety rating by city fire marshal
         a. Antiquated sprinkler system
            (1) Not enough outlets
            (2) Not enough water pressure for sustained operation
         b. Inadequate electrical wiring
         c. Insufficient fire-escape routes for current enrollment
II. Inadequate education plan for current and projected enrollment at Wilson High School
   A. Shortage of physical space
      1. No laboratory facilities for science students
      2. Lounges and closet areas currently used for classrooms
         a. All tenth grade English classes
         b. Three eleventh grade French classes
         c. Two twelfth grade hygiene classes
      3. No gymnasium or locker-room facilities
   B. Shortage of equipment
      1. No ranges or ovens for home economics students
      2. No lights or bleachers on outdoor playing field
      3. No spare athletic uniforms
      4. No office furniture for new girls' counselor
   C. Shortage of money
      1. For new programs
         a. Cancellation of planned state workshop in teacher education
         b. Curtailment of new art program
            (1) No money for supplies for sculpture students
            (2) No money for demonstration lectures by local artists
      2. For teachers
         a. No money for much-needed additional general science teacher
         b. No salary raises for WHS teachers in three years

The following table, adapted from *Idle Money, Idle Men*, by Stuart Chase (New York: Harcourt, Brace and Company, 1940), originally appeared in the *New York Times*.

AVERAGE YIELDS

Item	1939 percent	1929 percent	1919 percent
U.S. Government bonds	2.43	3.60	4.62
High-grade municipal bonds	2.70	4.27	4.46
High-grade corporate bonds	3.00	4.73	5.48
All corporate bonds	3.81	5.21	6.26

Lesson 18

Braille Book Format

18.1 Format in General

The format of a braille book should follow that of the print book as closely as possible except where specific rules provide otherwise. If a braille book is not an exact duplication of the print book, a general statement regarding omissions or additions should be inserted following a blank line after the table of contents in the first volume. It is usually necessary to omit maps and diagrams, and sometimes references to these in the text are omitted also. The omission of pictures that cannot be reproduced in braille need not be noted. Captions that simply identify the pictures themselves should be omitted; however, when captions provide information not given elsewhere in the text, it is recommended that these captions be incorporated in the braille text.

Just as in print, the braille title page and table of contents are placed at the front of a braille volume. However, because neither the braille title page nor the table of contents can be transcribed accurately until *after* completion of a braille volume, discussions of these formats will be presented at the end of this lesson.

18.2 Book Titles and Running Heads

18.2a Titles. On the first page of text in each braille volume, as well as on its title page, the complete book title should be brailled in full capitals and centered on the first line or lines.

18.2b Running heads. The Library of Congress and certain other agencies require use of the book title (or a portion of it) as a running head for purposes of convenience in collating braille books. When required, the running head must appear consistently on all braille pages of the transcription except as provided in Section 18.2a above. Only one braille line is to be used for the centered running head, and at least three blank cells must be left at the beginning of the line and between the end of the running head and the braille page number. If the full, capitalized book title cannot be used as the running head because of the required blank cells, observe the following in the order given:

1. Capitalize only the first letter of the first word and the first letter of principal words in the title.
2. Condense the title by omitting minor words or by abbreviating longer words.

For example, the title *GARDEN ISLANDS OF THE GREAT EAST* cannot be written in full capitals and still leave the required margins, but it may be written as *Garden Islands of the Great East*. The title *THE CASE OF THE HESITANT HOSTESS* can be written neither in full capitals nor with the first and principal words capitalized and still leave the required margins; therefore, it should be condensed to *THE HESITANT HOSTESS*.

A blank line must be left between the running head and a centered heading that follows. No blank line should be left between a running head and the continuation of text unless a break in context occurs at this point.

18.3 Page Numbering

Except for the title page, every page in a braille text must carry a page number. The title page should not carry a brailled page number, but it should be *counted* as roman numeral i. Following the title page, all succeeding pages prior to the beginning of actual text, such as the dedication, contents, preface, foreward, introduction, etc., should be numbered consecutively beginning with roman numeral ii. The first page of text in the first volume should be numbered arabic 1, and pages of text should be numbered consecutively throughout all volumes.

The page numbers (preceded only by the letter sign for roman numerals or by the number sign for arabic numerals) should be placed at the right margin on the first line of each page. No fewer than three blank cells must be left between the page number and the end of text, a heading, or a running head.

Under no circumstances should a series of page numbers be erased and corrected. If it is found that a braille page number has been repeated, insert the repetition sign (dots 5-6) unspaced before the repeated number. If a braille page number has been omitted, insert the omission sign (dot 5) unspaced before the page number that follows the omission.

18.4 Headings, Blank Lines, and Breaks in Text

18.4a Headings. Generally, the capitalization shown in print headings should be followed in braille. However, when large lowercase letters in boldface or other special type are used for major headings in the print book, such headings should be capitalized in braille. Italics should be used in braille headings only where required for emphasis or distinction.

Each complete heading should be preceded and followed by a blank line, and it should be centered on the braille line (or lines) with at least three blank cells left at the beginning and end of each line. If a print heading consists of a number and a title or if it requires more than one braille line, it should be placed on consecutive lines.

When it is not possible to include the heading or headings and at least two braille lines of following text at the end of a page, the heading or headings must be carried over to a new page. Note, however, that this does not apply to paragraph headings which may begin on the last line of a braille page.

In keeping with the practice of conserving space in braille, whenever the print text uses an entire page for a heading, this page should be omitted in braille, and the heading should be separated by a blank line from the text that precedes and follows it.

18.4b Blank lines. Only one blank line should be left in braille when one or more blank lines are used in the print text to set off headings, quoted matter, telegrams, letters, stanzas of a poem, etc., or to indicate a break in thought or a change of time or place.

18.4c Breaks in text. If a series of dots or stars is used in print to indicate a break in text, this should be shown in braille by three asterisks separated from each other by a blank cell and centered on the braille line. Blank lines are not required before or after the series of asterisks.

18.5 Dedications and Acknowledgments

18.5a Dedications. If the print text includes a dedication it should be placed on a new braille page at the front of the first volume only. This material should be centered on the page, both vertically and horizontally. The word *Dedication* should be used as a title only if it is shown in print.

18.5b Acknowledgments. The inclusion of acknowledgments of material borrowed from other sources is required by the publishers; however, those acknowledgments that refer to maps, pictures, and other materials that are not included in the braille transcription should be omitted.

An author's personal acknowledgments should be placed on a new braille page at the front of the first volume only. A title should be used on this page only when one appears in print. If brief, this material should be centered on the page, both vertically and horizontally.

18.6 Prefaces, Forewords, Introductions, Etc.

When such items are shown in the print text, each one should begin a new braille page with the heading as shown in print centered on the first line or third line, if a running head is used. A blank line should be left to separate the heading from following text.

18.7 Appendixes, Glossaries, Bibliographies, Indexes, Etc.

Such items shown in the print text should be reproduced in braille unless the sponsoring agency directs otherwise. Each one should begin a new braille page with the heading as shown in print centered on the first line or on the third line if a running head is used. A blank line should be left to separate the heading from following text.

The transcriber should consult the *Code of Braille Textbook Formats and Techniques* for the correct braille formats to be used for glossaries and indexes. It should be noted that in transcribing indexes for general literature books, the appropriate braille page numbers must be substituted for the page numbers shown in the print text. However, in certain books that contain an extensive index or that necessitate frequent use of the index by the reader, print pagination should be indicated throughout the braille edition in accordance with the format provided in the Code cited above.

18.8 Volume Size, Division, and End-of-Volume Indication

18.8a Volume size. Because of the bulk of braille, most books require more than one braille volume. The Library of Congress regards 80 pages as the ideal length, and the volumes of a book should be of approximately equal length. In practice, depending on the size of the print book, average volume length may vary between 70 and 90 pages; however, the variation between any two volumes in the same book should not exceed 15 pages. This principle is not applicable when a book contains a glossary or appendix that is used as a reference throughout the braille edition. In this case, the glossary or index should be placed in a separate volume even though it contains as few as 40 pages.

When it is found that an entire book will contain 90 braille pages or less, these should be included in one volume. When it is found that the total number of braille pages will exceed 90, then the book must be divided into two or more volumes even though this results in volumes containing as few as 45 pages each.

Many volunteer-produced books are duplicated by thermoforming, a process using thin plastic sheets. Because these sheets are heavier than paper, it is desirable to have smaller volumes that will be easier for the reader and the librarian to handle. Also, the bindings are more durable on smaller volumes. Whenever in doubt about planning for the maximum size or smaller volumes, decision always should be in favor of the smaller volumes.

18.8b Division into volumes. The ideal place for a volume division is, of course, at the end of a chapter or other unit of the text. When this is not possible, division should be made at a point where there is a logical break in context or thought. With experience, the transcriber will acquire skill and develop methods for determining in advance the number and length of braille volumes; however, the following suggestions may be helpful for the beginning braillist.

First, transcribe about 40 pages of braille and note the number of print pages that this represents. Then, divide the total number of print pages in the book by this number. Since 40 braille pages comprise half the ideal length of a volume, divide the result by 2 for an estimate of the number of braille volumes. For example, assume that 40 braille pages are found to be equivalent to 25 print pages and that the total number of print pages is 300. Dividing 300 by 25, it is found that the book will contain 12 half-volumes or 6 complete volumes. Now that the number of volumes has been determined, the next problem is to find where to make the divisions between volumes. Since we found that 50 pages of print are roughly equivalent to 80 pages of braille, a new volume should begin approximately after each 50 print pages.

Suppose that in the example above the total number of print pages had been 335 instead of 300. Following the previously given procedure, 6 7/10 is obtained as the number of braille volumes. As the fraction is greater than one-half, the book should be divided into 7 volumes. Dividing 335 by 7, we find that each volume should be equivalent to about 48 print pages, and that it will consist of about 77 braille pages. On the other hand, if the total number of print pages had been 260, the number of volumes would be 5 1/5. Since this fraction is less than one-half, the book should be divided into 5 volumes consisting of 83 or 84 braille pages that represent 52 print pages.

For the example above, it was assumed that 25 print pages were equivalent to 40 braille pages, making 5 print pages equal to 8 braille pages. In practice, this ratio varies considerably due to differences in size and spacing of the print type, blank pages or portions of pages, and the presence of pictures, maps, etc., that cannot be reproduced in braille. All these factors must be taken into consideration when determining the total number of print pages and the points at which division between volumes should be made.

In counting the number of braille pages in a volume, be sure to include all those numbered with roman numerals as well as those numbered with arabic numerals. If a note section is included, these pages must also be counted. In such a book, it is suggested that notes should be transcribed as they are encountered in print and that the pages in a note section should be numbered only after it has been determined exactly where the end of the text in the volume will occur. For example, suppose it has been determined that each volume should average about 85 braille pages. Upon completion of 75 braille pages of text and 3 preliminary pages, suppose a point has been reached that is suitable for ending the volume. Finally, suppose that at this point 8 braille pages of notes have been transcribed. This makes a total of 86 pages which is sufficiently close to the required average, and the note section pages may now be numbered beginning with page 76.

18.8c End-of-volume indication. Indication of the volume ending should appear on the last page of the volume whether that page contains text, notes, index, or any other material. The words *END OF VOLUME,* followed by the appropriate volume number brailled in capital roman numerals, should be centered below the last line of braille on the last page of each volume except the final one. In the final volume, only the words *THE END* should be used.

Whenever possible, one blank line should precede the end-of-volume indication; however, if a volume ends on line 24 of the page, line 25 should be used for this purpose. When a volume ends near the beginning of line 25, it is permissible to leave three blank cells and then insert the end-of-volume indication on the same line. If this is not possible, the last line of braille text must be carried over to another page together with the end-of-volume indication.

18.9 Contents Pages

18.9a In general. If the print book contains a contents page, each braille volume should also contain a contents page or pages to include that portion of the print contents which is contained in the particular volume. In certain books it may be helpful to the reader to have the entire contents available in one place. When this is the case, see Section 18.9d below.

Follow print copy as to capitalization of the contents items; however, special typefaces should be ignored except where italics are required for emphasis or distinction.

In transcribing contents pages for general literature books, the appropriate braille page numbers must be substituted for the page numbers shown in the print table of contents. Thus, it is recommended that during the transcription a notation should be made of the braille page number for each contents item shown with a print page number.

18.9b Headings for first contents page. On line 2 (line 3 if a running head is used) place the word *CONTENTS* beginning at the left margin. The word *VOLUME*, followed by the appropriate capital roman numeral, should be placed at the right margin on the same line. A series of unspaced guide dots (dot 5), preceded and followed by a blank cell, should be inserted between these headings. When a book consists of only one braille volume, do not indicate the volume number; instead, the word *CONTENTS* should be centered on line 1 (line 3 if a running head is used).

Following a blank line, place the word *Chapter* beginning at the left margin; however, if the print book shows *Essays, Stories,* or a similar heading, follow copy. The word *Page* should be placed at the right margin on the same line. Do not insert guide dots between these headings. After one blank line, begin the contents.

18.9c Headings for second and subsequent contents pages. If more than one braille page is required for the contents in any braille volume, the second and all subsequent pages should be headed as follows. On line 2 (line 3 if a running head is used) place *Chapter* or other appropriate word at the left margin and the word *Page* at the right margin. On the next line, begin the continuation of the listed contents items.

18.9d Format when entire print contents are required. In certain texts where it is deemed necessary to show the entire print contents in one place, they should be included in the first volume. Each subsequent volume should include only that portion of the print contents which is contained in the particular volume.

On the first page of contents in the first volume, center the word *CONTENTS* on line 1 (line 3 if a running head is used). Center *VOLUME I* on line 3 (line 5 if a running head is used). The words *Chapter* and *Page* should be placed at the beginning and end of line 4 (line 6 if a running head is used). After a blank line, begin the contents of the first volume. Upon their completion, leave a blank line and then center the words *Remaining Contents*. Begin these contents on the next line. When more than one braille page is required for the contents, the second and all subsequent pages should be headed as directed in Section 18.9c above.

18.9e Listed contents items and their page numbers. The chapter numbers and/or headings should begin at the left margin, and their braille page numbers should be placed at the right margin. A line of unspaced guide dots (dot 5), preceded and followed by a blank cell, should be inserted between the last word of a heading and the page number. These guide dots should not be used unless there are four or more blank cells between the end of the heading and the page number.

When a long heading requires more than one braille line, all runovers should begin in cell 3, and the braille page number should be placed at the right margin of the line on which the heading ends. Except on the last line of such a heading, at least six blank cells must be left before the right margin.

18.9f Model contents page. The following contents page is taken from *The Frisbies of the South Seas* by Johnny Frisbie (Garden City, NY: Doubleday and Co., 1959), and it includes only that portion of the contents which would be contained in the first braille volume. This example presents typical problems that may confront the braillist in transcribing contents pages. The braille format for this example is shown on the last page of the accompanying braille supplement, and it should serve as a model contents page.

CONTENTS

	PROLOGUE	7
	INTRODUCTION	9
Chapter		
1.	Tahiti, 1920	17
2.	The Yawl *Motuovini*	29
3.	Isolation, and Mama	36
4.	Charles, Jakey, Elaine, Nga, and I	44
5.	The Church at Puka-Puka	57
6.	We Sail to Church	60

18.10 Title Pages

As was noted earlier, most books will consist of more than one braille volume. The transcriber should prepare a title page for each volume. Title pages should include the book title, subtitle (if any), author, publisher, copyright, transcriber's or braille publisher's name, number of volumes, number of the particular volume, number of inclusive braille pages in the volume, and the year in which the transcription was completed. The order and form of presenting this information on the title page, as well as additional information to be included, may vary with the requirements of the particular publisher, library, or transcribing group.

A braille volume should contain only one title page; therefore, if any of the information on the print title page is repeated elsewhere in the text, as where the book title is shown on a page by itself, such pages should be disregarded in braille. Note the required items that are listed in the preceding paragraph and locate them in the print text. They may be spread over several print pages or they may be shown with other material that is not required for the braille title page.

Below is a model title page that illustrates the form approved for books transcribed under sponsorship of the Library of Congress.

SEPARATE TABLES
Two Plays

By
TERENCE RATTIGAN

With Permission of the Publishers
Random House
New York
Copyright, 1955
By Terence Rattigan

Transcribed in English Braille
By
Ruth Horan
Braille-Service Unit
Ridgewood, N.J.
In Two Volumes
Volume II
Pages i-ii and 99-183

Under the Sponsorship of
The Library of Congress
Washington, D.C.
1960

Note that, as is the case with all braille title pages for general literature books, this one is arranged so that the title appears on the first line and the year of embossing appears on the last line. The amount of information that must appear on the title page will vary with different books. The example given is typical of a rather full title page; however, sometimes even more information must be included, such as a translator's name and/or two or more authors' names. Should one additional line of information than is shown here be necessary, that line may be obtained by placing the word *By* on the same line with the transcriber's name. Should more than one additional line be required, they may be obtained by eliminating the blank lines shown—the last blank line for the first needed line, the second-to-last blank line for the next, and so on.

There may be instances in which less information is required than shown in the model, such as where a book has no subtitle or where it is not necessary to include the name of the copyright holder because the copyright is held by the publisher. In this case, only the copyright date should be given. When a title page contains one less line than the model, a blank line may be left immediately preceding the volume information. Should even less information appear on the title page, two blank lines may be used instead of any one blank line shown in the model.

Note that each braille line of the title page is centered horizontally on the page; therefore, the transcriber should count the number of cells required to braille a particular line, subtract this from the total number of cells in the braille line, divide by two, and thus determine how far the line should be indented.

Note also that only the title and the author's name are to be brailled in full capitals. The subtitle is always brailled in single capitals, and no blank line should be left between a title and a subtitle.

Observe that on the Library of Congress title page, the name of the publishers must be followed on the next line by the name of the principal city in which they are located.

The only abbreviations that should be used on braille title pages are those for the names of states and those that appear in print for authors' and publishers' names, such as *Dr. John Smith, Ph.D.*

or *John Doe and Co., Inc.* Of course, any abbreviations used in the titles of books should always be brailled as printed.

The word *Copyright* should be used in braille even though the print text shows a symbol, such as the letter *c* inscribed in a circle. Only the latest copyright date should be given. If the copyright is held by someone other than the publishers, the name of the copyright owner must be given on the line following the copyright date.

Note that the name of the transcriber should be followed by the name and location of his affiliation (if any), giving only the city and state.

In brailling the number of braille volumes, the word should be used rather than the figure. Capitalized roman numerals are used to indicate the number of a particular volume. When a book consists of only one braille volume, the number of the volume should not be given; instead, the words *In One Volume* should be followed on the next line by the page information.

Both roman and arabic page numbers must be included when brailling the inclusive pages in the volume. When a volume contains no pages numbered with roman numerals, the inclusive page numbers must include roman numeral i. This is because the title page is considered to be so numbered even though it does not carry the actual number.

EXERCISE EIGHTEEN

Prepare the following material for submission to the instructor. It consists of the title page, contents and other preliminary pages, as well as a portion of text from *In the Shadow of a Rainbow* by Robert Franklin Leslie (New York: Norton & Co., Inc., 1974). This material should be transcribed using a 40-cell braille line and a running head. Braille formats and page numbering should be in accordance with the directives given in this manual. In preparing the title page, assume that this book is being transcribed under sponsorship of the Library of Congress, that it will consist of four volumes, and that Volume I will end with braille page 74.

In the Shadow of a Rainbow

By Robert Franklin Leslie:

READ THE WILD WATER

HIGH TRAILS WEST

THE BEARS AND I

WILD PETS

For younger readers:

WILD BURRO RESCUE

WILD COURAGE

In the Shadow of a Rainbow

The True Story of a Friendship Between Man and Wolf

by

Robert Franklin Leslie

W. W. NORTON & COMPANY, INC.
New York

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First Edition

Library of Congress Cataloging in Publication Data

Leslie, Robert Franklin.
In the shadow of a rainbow.

1. Wolves—Legends and stories. I. Title.
QL795.W8L47 1974 599'.74442 74–12500
ISBN 0–393–08697–6

All Rights Reserved

Published simultaneously in Canada
by George J. McLeod Limited, Toronto

This book was designed by Jacques Chazaud.
The type is Caledonia and Bulmer,
set by Spartan Typographers.
The book was printed and bound
by Haddon Craftsmen, Inc.

Printed in the United States of America

1 2 3 4 5 6 7 8 9 0

To
my good friend
Gregory Tah-Kloma,
wolf-man of the Kitiwanga

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Author's Note

Late one afternoon in the summer of 1970, a young Indian beached his canoe near my Babine Lake campsite in the backwoods of British Columbia. Clad only in shorts, he was tall and muscular, and wore his hair shoulder length. The young man introduced himself as Gregory Tah-Kloma, and told me he was a Chimmesyan of the Tsimshian band. That evening Greg sat by my campfire and grilled salmon filets for both of us.

During the weeks that followed, Greg and I became staunch friends. We canoed, hiked, prospected, and camped as a team. I learned that he had worked in various mills and mines to pay his way through college. His hands still bore calluses from that work. He was now a graduate student in mineralogy, and spent his summers at placer gold deposits along drainage systems footing British Columbia watersheds. We were both on the way to prospect Babine tributaries when we met.

Night after night, until the black frost of October drove us toward civilization, we sat by the campfire and talked. Gradually Greg told me the remarkable true story of his devotion to a threatened pack of timber wolves, a story that included his search to relocate the amazing female wolf-pack leader, known as Náhani, whose unusual company he had first enjoyed in the summer of 1964. His compelling

drive to find the wolf and her pack before trappers and bounty hunters could destroy them reached unique proportions. His fascination for the wolf often took him to the brink of disaster.

I asked Greg's permission to write down his story, and he agreed. He had kept a log in which he listed events in chronological order, and a diary in which he entered his personal feelings and reactions. He allowed me to draw freely on both.

In order to protect the privacy of living individuals and to protect Náhani—who is still very much alive—certain place names and locations have been changed, and various encounters between humans have been slightly altered. However, none of the facts of Gregory Tah-Kloma's adventures with Náhani and her wolf pack have been changed. They are as he told them to me.

Robert Franklin Leslie
March, 1974

There is a pleasure in the pathless woods.
There is rapture in the lonely shore,
There is society where none intrudes . . .
I love not man less, but nature more.
—George Gordon, Lord Byron

In the Shadow of a Rainbow

1

Náhani of Nakinilerak

Along the southern belly of British Columbia's north-central wilderness stretches the lake country. Narrow troughs of water up to 130 miles long wind through the canyonlands and resemble wide, gentian-blue belts—their names are Babine, Takla, Tchentlo, Trembleur, Stuart, Nakinilerak, and fifty more.

The longest of these southern "belly" lakes, Babine and Takla, lie in trenches between the Babine Range to the west and the Hogem Range to the east. A knify Bait Range separates these two lakes. Through a broad glacial canal at the Bait's southern terminus, a series of five smaller lakes, the basin tarns, drain through short creeks that feed Takla.

An ancient Indian trade trail through the Babine-Takla region connects several primitive mountain settlements,

often fifty miles apart. The route skirts the upper beach of Friday Lake, northernmost of the five basin tarns. A narrow flume drains Friday into Nakinilerak Lake. Of a winter the trade trail serves aged Carrier Indian trappers who follow ax blazes on the hemlock trunks high above seasonal snow line. Of a summer, possibly half a dozen die-hard sourdough prospectors may dream their way along this obsolete footpath, but no agency maintains or supervises the uninhabited route.

Seven miles south of the old trade trail, a short morning's hike by game runs, lies Nakinilerak Lake, a wilderness gem five miles long, half a mile wide.

In a clump of Sitka spruce and quaking aspens, Gregory Tah-Kloma's campsite straddled a breezy, bug-free peninsula near the lake's intake flume. The year was 1964. About two months remained before a late September or early October snowstorm would hurl him back over the archaic trade route to the totem-pole settlement of Hazelton, where he had left his station wagon with a friend. Prospectors cursed that sixty-mile trek between Friday Lake and Hazelton as a backbreaker, full of deadfalls, winddowns, devil's-claw, icy fords, and landslides. But Greg wasn't worried. His pack would be lighter because he would hide his tools at the "diggin's"; his food supply would be exhausted; he would throw away his dirty clothes. Much of the route would skim downhill, paralleling the right bank of the Suskwa River.

During the first ten days of July, Greg had panned the stream bed between Friday Lake and his campsite. Thousands of years ago receding Ice Age glaciers had deposited pockets of placer gold nuggets the size of pinheads

—and smaller—along bedrock riffles beneath everything from a two-foot overburden of glacial mica up to mountainous moraines.

One morning shortly after breakfast Greg sat rocking back and forth on a driftwood log near his campfire. He liked to finger the two pounds of "dust" he had accumulated in a canvas bag—a bonanza to supplement his winter salary at the refinery near Prince George. If gold came in any other color, he reflected, nobody would prize the metal half as much. Chimmesyans say, "Gold is sunshine stored in a rock."

As he zippered his precious loot into a rucksack side pocket, he noticed a man trudging up the beach from Nakinilerak's *southern* end.

From a distance the stranger appeared middle-aged. Probably a Carrier, Greg surmised, by the way the man stooped under a tumpline basket tote. Plainly bushed after his long cross-country journey, he leaned heavily upon an alpenstock every four or five steps. With a carbine balanced and clutched at the breech, the man's left arm swung like the shank of a pendulum.

Greg tried to imagine what the Indian had been doing afoot in that stony wilderness south of Nakinilerak Lake—maybe he, too, was a prospector, maybe a bounty hunter.

"Good morning, sir!" the stranger said as he shuffled up to the smoky campfire. His buck-toothed smile reminded Greg of cartoons depicting friendly beavers. "My name is Eugene Charley. You have been here long?"

Before giving Greg a chance to answer, he quickly explained that he had been visiting relatives and hunting

wolves on lower Takla Lake. He belonged to the Carrier band. (Because of French language influence, Canadian Indians generally say "band" instead of "tribe.")

"I came before the Moon-of-Walking-Thunder," Greg said. To an Indian that meant early July, because the full moon occurred on the twenty-fourth in 1964. "I'm Chimmesyan—part Haida, part Tsimshian."

"You must be gulch-happy. What about *Náhani?* Have you seen her?" As Eugene Charley pronounced the name, he raised his upper lip like a nickering mule. He lowered the lever of his Winchester to check the chamber. The sun shot a brassy glint off a breeched cartridge rim.

Greg urged the man to sit down on the log and remove his heavy pack, the weight of which he bore by the tumpline strap across his deeply grooved forehead. He grinned when Greg offered him a cup of coffee and a pipe stoked with India House tobacco.

"Who is Ná*ha*ni?" Greg asked.

Charley spat into the fire. "You say *Ná*hani," he said. "Accent on the *Ná*."

"I don't give a rusty damn how you say it. Who the devil is *Ná*hani?"

"The great silver she-wolf. Queen bitch of the deadliest wolf pack in all Canada. Is this Nakinilerak or Friday?"

"Nakinilerak."

"They den somewhere near here. I've studied them for a year or more, ever since a sweet price was put on Náhani's head. Those wolves are hunting somewhere south of here. I wish to hell I knew where. When they come back, they'll gnaw your Chimmesyan bones. Nakinilerak is where they winter." With a speculative squint he probed Greg's expression for a reaction.

"Why should anybody be afraid of wolves?"

"Are you armed?"

Perhaps Eugene Charley suspected a rich "poke" of gold. While he smoked, his glance kept shuttling between Greg's gold pan and trench shovel.

"I'm prepared to defend myself," Greg said without admitting that he carried no firearms. He considered everyone trustworthy until proven otherwise; but this Eugene Charley somehow seemed to speak from two faces. "Tell me more about your Náhani, whose name you pronounce with such reverence."

"*Náhani* means 'one who shines.' Carriers call her Silver Skin. Color, you know. She's too gutty for a timber wolf —and too damned big. Eight, maybe ten years old. She leads twenty, maybe thirty killers. Who knows? Nobody ever gets a shot at that pack. She can smell a gun a mile away. Livestock killed, traps emptied, and now lately *people* have disappeared. When they raise the bounty enough, I'll bring her down. You'll see."

Greg concealed his relief when Eugene Charley declined an invitation to rest the day and night. He was headed for Pendleton Bay on Babine Lake. Carriers had to hurry, otherwise the lumber mill would hire Tsimshians to peavey summer-felled logs into the dog-chain lifts. Instead of following the trade trail between Takla and Babine lakes, Charley was short-cutting the route through the brush in order to save time and miles "and maybe bring in a skin."

"I'll guarantee you a horrible death if you stay here," he said as the two men shook hands. "Náhani's phantom *renégats* will eat you alive!"

"Weasel words!" Greg said aloud. To himself he thought: small-bore talk from a Carrier with a forked

tongue, a bounty hunter who builds bad reputations around predators in order to get local authorities to hike the rewards.

Nevertheless, Eugene Charley's brief visit set in motion an exciting new trend of thought. Greg's past experience with wolves attested that Náhani and her "phantom *renégats*," if they existed other than in rum-soaked Carrier imaginations, weren't as dangerous as Charley claimed —unless, of course they were indeed demented renegades, possibly an entire pack infected with sylvatic rabies, blindly revenging themselves against man. He remembered that a leading Canadian newspaper had for years published an offer: a substantial cash payment for any documented record of a wolf having attacked a human being without provocation. No one ever claimed the money. That thought was consoling on a dark and rainy night—yet rabies fell consummately into the category of provocation.

Lesson 19

The Trial Manuscript

19.1 Content of the Manuscript

For the final lesson of this course, the student is asked to prepare and submit a trial manuscript consisting of approximately thirty-five braille pages. Material for the manuscript may be taken from any source, such as a portion of a book or several short stories, essays, or magazine articles. The material selected should not be so technical in nature that the student must concentrate on technicalities rather than on producing neat and accurate braille. On the other hand, it must not be so rudimentary that it does not present average vocabulary and sentence structure.

The manuscript should resemble a complete braille book as closely as possible, including a title page and, if needed, a contents page. It should be transcribed using a 40-cell braille line and a running head. Whenever a manuscript involves a considerable number of braille pages that have unused space, a sufficient number of additional pages should be transcribed to compensate for this. The words *THE END* should be placed on the last page of the manuscript in the prescribed manner.

19.2 Title Page for the Manuscript

The purpose of requiring the inclusion of a title page for the manuscript is to accustom the student to its correct form and content. Therefore, the words *With Permission of the Publishers* must be included even though no such permission has been obtained. Likewise, the Library of Congress should be indicated as the sponsor, even though the student may be working under other auspices.

In preparing the title page for a manuscript consisting of a magazine article, observe the following: (1) After the author's name, the name of the magazine from which the article was taken and the date of its publication should be given. (2) The copyright date of the magazine, rather than that of the specific article, should be used. A model for such a title page is shown on the next page.

WHAT I SAW IN KRUSHCHEV'S
UNEASY EMPIRE

By
STEWART ALSOP

Condensed from The Saturday Evening Post
in The Reader's Digest, May, 1960

With Permission of the Publishers
The Reader's Digest Association, Inc.
Pleasantville, New York
Copyright, 1960

Transcribed in English Braille
By Barbara Blumberg
Volunteer Braille Services
Washington, D.C.
In One Volume
Pages i and 1-37

Under the Sponsorship of
The Library of Congress
Washington, D.C.
1960

19.3 Accuracy and Neatness

19.3a In general. A high degree of accuracy and neatness is expected of the student in the preparation of the trial manuscript. Accuracy includes a thorough and exact reproduction of the print text with respect to wording, spelling, punctuation, the correct formation of braille characters, the proper use of contractions, the correct application of all rules of braille transcribing, the proper division of words, and the use of correct braille formats. Neatness includes uniformly clear dots, evenly spaced lines, and the absence of extensive or poorly made erasures.

19.3b Text omission or repetition. Omission or repetition of part of the text is undoubtedly the most serious error that can occur, because it results in material that is often incomprehensible to the reader. As such an error is most likely to occur when the same word or words appear on two consecutive print lines, the student is cautioned to guard against losing his or her place in the print copy, thereby either omitting the second line or repeating the first line.

19.3c Erasures. Erasures should be resorted to only rarely, and then they should be made with the greatest care. The erasure of an occasional dot or two is permissible; however, when a more extensive erasure would be required, it is recommended that the entire page be re-copied. Points will be deducted for erasures that extend over two or more cells and for poorly made erasures, even when they are confined to one cell.

In order to execute a neat erasure, place the paper on a smooth, hard surface such as glass. The soft wood board of a braille slate is not suitable for this purpose. Place the tip of the eraser on the dot to be erased and gently but firmly press straight down. Then apply the eraser with a circular motion until the dot has been completely leveled. Be certain that no adjacent dots have been lowered and, if so, reinforce them with the point of the stylus or with the braille writer.

19.4 Editing

It seems advisable to inject a word of caution at this point regarding the editing of copy. It is the job of the transcriber to duplicate the print copy as faithfully as possible. The transcriber is in no

sense an editor and should not seek to substitute his or her judgment for that of the author as to what constitutes correct usage. This is especially true for capitalization, punctuation, and hyphenation—where there is wide variation in practice among writers and publishers. The author must be permitted his idiosyncracies in such matters. George Bernard Shaw often used simplified spelling and omitted periods after many abbreviations. When a certain peculiarity appears consistently throughout a book, it should not be interfered with.

There are occasions in print (just as in braille) when downright errors occur, and these the transcriber should correct; however, this should be done with great circumspection. In correcting spelling, for example, be sure that what is shown is not simply an alternate or an archaic spelling. The question must always be: is this the way the author consciously intended to write it or is it a slip on his part or a printer's error? If you are certain beyond a reasonable doubt that it is an error, then you should correct it.

19.5 Proofreading

We strongly advocate that students proofread their own material. Not only will this often avoid submission of unsatisfactory material, but, by acquiring the habit of reading as well as writing braille, students will improve their skills. On the other hand, we definitely discourage having work proofread by anyone else, because the work would not then be the transcriber's own, but a joint effort on the part of the transcriber and the proofreader. Of course, where a certified braillist is in charge of a group, he or she can render invaluable help by means of quizzes and tests on supplementary material to determine when the student is ready to begin work on the trial manuscript. Upon request, we will be glad to provide such teachers with aids for this purpose. However, the trial manuscript should be the work of the student and no one else.

19.6 Grading

The following system for grading trial manuscripts objectively has been adopted. A perfect manuscript will be given a grade of 100. A grade of 80 is required for certification. The schedule below shows how points will be deducted for errors. If the same error in the use or omission of contractions or in word division occurs more than once with respect to the same word, it will be counted only once. Format errors may sometimes be counted together as a single error. Otherwise, each error will be counted separately.

Errors and Points

Contractions omitted or misused: 2
Characters misformed (including added or omitted dots): 1
Incorrect division of words: 2
Letters inserted or omitted: 2
Text omitted or repeated: 3
Spacing errors: 2
Format irregularities: 2
Omitted or inserted punctuation or composition signs: 2
Erasures: 2

19.7 Certification

Upon completion of an acceptable trial manuscript, the student will be awarded a certificate of proficiency in braille transcribing signed by the Librarian of Congress and the Director of the National Library Service for the Blind and Physically Handicapped. If the first manuscript submitted is found to be unsatisfactory, the student will be asked to submit a second manuscript of twenty-five or thirty-five pages, depending upon the extent to which the first work fell short of the established standards. In most instances, a student will not be permitted to submit more than three trial manuscripts without having first received an additional course of instruction.

Appendix A

Summary of Rules for Use of Contractions

1. General Rules for Use of Contractions
   A. Contractions are to be used:
      1) When letters they represent fall in the same syllable.

(st)(and)(ing)	e(gg)plant	s(ea)man	ro(of)
(st)i(ff)ly	(in)(for)m	b(right)	s(and)

      2) When they overlap a minor syllable division.

a(st)r(ing)(en)t	m(ed)iocre	h(and)le	R(en)o
T(en)(ness)ee	g(en)etic	(en)igma	s(of)a
K(ing)(st)on	S(ea)ttle	(Ed)(en)	t(in)y
fe(st)ival	(and)ante	L(er)oy	d(en)y

         a. The *ar* contraction is used when it overlaps syllable division between the prefix *a* and a root or base word beginning with *r*.

(ar)(ound)	(ar)is(en)	(ar)ose

         b. The *ea* contraction is used when the endings *al*, *an*, or *ate* are added to a root or base word ending with *e*.

v(en)(er)(ea)l	gigant(ea)n	p(er)m(ea)te

      3) When they contain the letters *a*, *e*, or *o* in a prefix or suffix and are not part of a diphthong or diaeresis *ae* or *oe*.

co(ed)uc(ation)	emb(ar)go(ed)
co (en)zyme	(sh)ampoo(ed)
co(er)ce	boo(ed)

   B. Contractions are *not* to be used:
      1) When their use would alter the usual braille form of a base word to which a prefix or suffix has been added.

ov(er)bl(en)d(ed)	unlesson(ed)	re-ally
unblemi(sh)(ed)	ity-bity	fruity
ov(er)eat(er)s	squally	uneasy

         Exceptions: l(in)(ea)ge (dis)(ea)se

      2) When they overlap a major syllable division
         a. Between root or base word and a prefix or suffix.

(ch)angea(ble)	mish(and)le	prounion	freedom
denom(in)ate	mistru(st)	profess	predict
(in)frar(ed)	binomial	acreage	predate

         b. Between base words joined to form a compound word.

pa(in)stak(ing)	Jamest(ow)n	dumbbell
sweethe(ar)t	h(ea)ddress	toenail
p(in)eapple	kettledrum	twofold

         c. Between consonants that are pronounced separately.

m(en)(in)gitis	l(in)g(er)ie	W(in)gate
(sh)anghai(ed)	is(in)glass	t(ow)hee
(St)al(in)grad	d(in)(gh)y	Vandyke

      3) When letters in the contraction would fall in the diphthong or diaeresis *ae* or *oe*.

praenom(en)	Goer(ing)	maenad
roentg(en)	subpoena	aerial
diaeresis	Phoenix	Caen

         Exceptions: cano(ed) (sh)o(ed) to(ed)

4) When the following vowel digraphs or trigraphs are involved: *ee* followed by *a*, *oi* followed by *ty*, *oo* followed by *ne*, and *eau* preceded by *bl*.

hoity-toity	(Sh)eean	Mooney
tabl(ea)u	dacoity	Boone

5) When their use affects pronunciation by

a. Causing difficulty in pronunciation.

hi(gg)ledy-pi(gg)ledy	g(en)ealogy
imp(er)mea(ble)	battledore
oleag(in)(ou)s	Airedale

b. Disturbing pronunciation of a consonantal digraph or trigraph.

P(ar)(the)non sph(er)es

2. Choice between Alternative Contractions

A. Preference is given to the contraction that saves the most space.

me(and)(er) *not* M(ea)nd(er)	(th)(ence) *not* (the)nce
(one)(ness) *not* on(en)ess	bub(ble) *not* bu(bb)le
(with)(er) *not* wi(the)r	n(ation) *not* na(tion)

B. Contractions *and*, *for*, *of*, *the*, and *with* are used in preference to any other contractions unless more space would be used.

e(ar)(the)n *not* e(ar)(th)(en)
bro(the)r *not* bro(th)(er)
ba(the)d *not* ba(th)(ed)

C. One-cell contractions are used in preference to two-cell contractions.

adh(er)(en)t *not* ad(here)nt	(st)on(ed) *not* (st)(one)d
prison(er) *not* pris(one)r	(sh)ad(ow) *not* s(had)(ow)
ha(dd)ock *not* (had)dock	phon(ed) *not* ph(one)d

Exception: The *ence* contraction is used before the letters *d* and *r*.
(com)m(ence)d *not* (com)m(en)c(ed)
f(ence)r *not* f(en)c(er)

D. Any one-cell contraction is used in preference to the double-letter or *ea* contractions.

sac(ch)(ar)(in)e *not* sa(cc)h(ar)(in)e	p(ed)dle *not* pe(dd)le
(of)f(er) *not* o(ff)(er)	af(for)d *not* a(ff)ord
hob(ble) *not* ho(bb)le	de(ar) *not* d(ea)r

E. Preference is given to the contraction that more nearly approximates correct pronunciation.

(wh)(er)(ever) *not* (where)v(er)
(wh)(er)e'(er) *not* (where)'(er)
di(spirit)(ed) *not* (dis)pirit(ed)

3. Single-letter Contractions

A. May represent whole words only, and no letters or contractions may be added to form other words.

butt(er)	hav(en)'t	(Er)(in) Go Bra(gh)
canopy	go(ing)	do, re, me, so
don't	William	peoples

B. May be followed by the apostrophe

1) To form familiar combinations, but never rare or colloquial forms.

(that)'ll	(you)'re	y(ou)'s
(can)'t	(you)'ve	d'y(ou)
(it)'s	(you)'d	

2) To form possessives.

(Will)'s hat	(Ed) (More)'s dog	(can)'s label

C. May be used with the hyphen
   1) To form hyphenated compound words.
      m(er)ry-(go)-r(ound)
      (people)-to-(people)
      self-(knowledge)
      doll-(like)
   2) But may never form parts of words divided at the end of a line or parts of syllabized words.
      do- / (ing)s
      like- / wise
      sopho- / more
      un-like-ly
      can-o-py
      but-ton

D. Require the double capital sign when fully capitalized.
   (AS) (YOU) (LIKE) (IT)
   Note: The words *A*, *I*, and *O* require only the single capital sign in fully capitalized expressions.

4. Contractions *and, for, of, the,* and *with*
   A. As whole-word contractions
      1) These contractions and the word *a* should follow one another unspaced except where punctuation or composition signs intervene.
         He (was) (one) (of)(the) gr(ou)p (and)(for)a l(ong) (time) l(ed) (it).
         (Wh)at (were) (you) look(ing) (for)a mo(ment) ago?
         (And), (of) c(ou)rse, (you) (ar)e (right).
         (And) (The) (Lord) (said) . . .
      2) Require the double capital sign when fully capitalized.
         G(ONE) (WITH) (THE) W(IN)D
   B. As part-word contractions
      1) Are subject to the general rules for use of contractions.
      2) Are used wherever they occur within a word.

(And)rew	(for)t	(of)f(er)
h(and)le	ef(for)t	pr(of)it
b(and)	Du(for)	ro(of)
(the)n	(with)(in)	
o(the)r	(where)(with)al	
wri(the)	(here)(with)	

5. Contractions *child, shall, this, which, out,* and *still*
   A. As whole-word contractions
      1) May be joined to words or contracted words to form hyphenated compound words whether written on one line or divided between lines.
         (out)-(and)-(out)
         (out)-(and)-
         (out)
         (still)-life
         (still)-
         life
      2) May never be joined to letters or contractions to form parts of words.
         gr(and)(ch)ild
         gr(and)-
         (ch)ild
         (with)(ou)t
         (with)-
         (ou)t
         (st)ill(ness)
         (st)ill-
         (ness)
      3) May be followed by the apostrophe only in these cases:
         (child)'s
         (still)'s

B. As part-word contractions *ch, sh, th, wh, ou,* and *st*
   1) Are subject to the general rules for use of contractions.
   2) Are used wherever they occur within a word.

(ch)(ar)ge	(sh)ape	(th)an
s(ch)ool	wa(sh)(er)	rhy(th)m
cat(ch)	di(sh)	Smi(th)
(wh)ale	(ou)rs	(st)(and)
(some)(wh)at	h(ou)se	ca(st)le
	L(ou)	ea(st)

   3) The *sh* contraction is not used in *sh* shown standing alone as an admonition to silence.
   4) The *st* contraction is used in *St.* as the abbreviation for *Street* or *Saint.*
   5) The *st* and *th* contractions are used for the ordinals *1st, 4th,* etc.

6. Part-Word Contractions
   A. Contractions *ar, ed, er, gh,* and *ow*
      1) Are subject to the general rules for use of contractions.
      2) Are used wherever they occur within a word.

(ar)rival	(ed)ucate	(Er)ie
b(ar)t(er)	b(ed)d(ing)	c(er)amics
ne(ar)	cre(ed)	(ch)e(er)
(gh)o(st)	(ow)n	
r(ou)(gh)ly	h(ow)l	
wei(gh)	br(ow)	

      3) The contractions *ed, er,* and *ow* have no word meanings, so they are used when shown standing alone.

(Ed) [the name]	(er) [vocal sound]	(ow) [exclamation]

   B. Contractions *ing* and *ble*
      1) Are subject to the general rules for use of contractions.
      2) May never begin a word, but may begin a line in a divided word.

(in)got	bl(ed)	go-	em-
s(ing)ly	em(ble)m	(ing)s	(ble)m
go(ing)	peb(ble)		

7. Whole-Word Lower-Sign Contractions *his, was, were, be, in,* and *enough*
   A. May never be in contact with any letter, word, contraction, or punctuation.

hi(st)ory	be(en)	(Wh)o was?
wasn't	bride-to-be	Walk in.
w(er)ewolf	son-in-law	"Be (yourself)."

   B. May be preceded by composition signs.

(Was) (sh)e at (the) (part)y?
(In) (the) (right) side, pl(ea)se!
(Enough) is (en)(ou)(gh).
(Be) (good) (enough) (to)(sh)(ow) h(er) in.
(Were) (you) (there)?
(The)y w(er)(en)'t (there), we w(er)e.

8. Rules for Use of Lower-Sign Contractions
   A. Any number of lower-sign contractions and punctuation signs may follow one another without a space provided that one of them is in contact with a character containing dot 1 or dot 4.

      ‘‘(to)(dis)(en)tangle (by)re(in)-
      (con)t(in)(en)tal c(ar)n(ation)

   B. When two or more unspaced lower-sign contractions would follow one another and *not* be in contact with an upper sign, the last lower-sign contraction must not be used. The italic sign is not considered an upper sign.

      (com)in’ (dis)en- *con-*
      (ch)ant(ed) *c(er)n*

9. Part-Word Lower-Sign Contractions
   A. The contractions *in* and *en*
      1) Are subject to the general rules for the use of contractions and to the rules for lower-sign contractions.
      2) Are used wherever they occur within a word.

         (In)g(er)sol (en)act
         f(in)al b(en)efit
         ma(in) (of)t(en)

      3) In anglicized phrases
         a. The *in* contraction is used for the anglicized word *in*.

            (in) aet(er)num (in) esse

         b. The *en* contraction may not be used for the anglicized word *en*.

            en r(ou)te en masse

   B. The contractions *be, con,* and *dis*
      1) Are subject to the general rules for the use of contractions and to the rules for lower-sign contractions.
      2) May be used only when they constitute an entire syllable and occur at the beginning of a word or at the beginning of a line in a divided word unless they are the last syllable of such a divided word.

         be(en) con(ch) disc
         (be)lieve (con)duct (dis)t(in)ct
         unbelieva(ble) misconduct (in)dist(in)ct

           un- mis- in-
         (be)lieva(ble) (con)duct (dis)t(in)ct

         maybe d(ea)con
           may- dea-
         be con

      3) With the hyphen
         a. May be used after the hyphen in hyphenated compound words.

            make-(be)lieve dual-(con)trol self-(dis)cipl(in)e

         b. May not be used in contact with the hyphen in syllabized words.

            un-be-liev-a-(ble) Con-nect-i-cut dis-con-c(er)t

      4) May follow the apostrophe, but may never precede it.

         O’(Con)nell dis’(ar)mony

      5) The contraction *con* may not be used for the word *con*.

         pro (and) con con game

C. The contraction *com*
   1) Is subject to the general rules for the use of contractions and to the rules for lower-sign contractions.
   2) May be used only at the beginning of a word or at the beginning of a line in a divided word. It need not constitute a syllable.

(com)e	(com)(ing)	be-
welcome	welcom(ing)	(com)(ing)
(com)b	(com)a	wel-
(com)m(and)	(com)(ed)ian	(com)e

   3) May never be in contact with a hyphen, dash, or apostrophe.

ex-comm(and)(er)	ex-
com'(er)e	(com)m(and)(er)

We'll (st)ay (here)—come (wh)at may!

D. If the contractions *be, con, dis,* or *com* can be used in a word, they can be used in the abbreviation of that word unless the contraction would constitute the entire abbreviation.

Belgian	Belg.
B(en)jam(in)	B(en)j.
(Con)necticut	(Con)n.
(Dis)trict	(Dis)t.
(Com)m(and)(ing)	(Com)dg.
(Con)c(er)to	Con.

10. Whole-Word Lower-Sign Contractions *to, into,* and *by*
   A. Are subject to the rules for lower-sign contractions.
   B. Should be unspaced from the word, contraction, or composition sign that follows.

(to)(go)	(into)t(ow)n	(by)m(ea)ns (of)
(to)(en)joy	(into)(this)	(by)(and) l(ar)ge
1 (to)10	(into)2 (part)s	5 (by)5

(The) book (you) ref(er) (to)has be(en) lo(st).
He (was) pass(ed) (by)(wh)ile o(the)rs (were) tak(en).
(BY)(THE) OLD MISS(OU)RI
J(OU)RNEY (INTO)AM(ER)ICA

   C. When there is not space at the end of a line for one of these contractions and the word or first syllable of the word that follows, if there is sufficient space, the word *to* or *by* should be written out and the *in* contraction should be used in the word *into*.
   D. May never be followed unspaced by any whole-word lower-sign contraction.

(to)be	(into)his room	(by)his (mother)

   E. May never be used as parts of words or to form hyphenated compound words.

t(ow)(ar)d	well-to-(do)
(in)tonate	(in)to-(ever)y(th)(ing)-guy
byway	by-(and)-by

   F. May be preceded but never followed by punctuation.

"(To)my (knowledge), (it) did (not) (go) by."
Did (you) (go) to, (in)to, or (by)(it)?
Yes—(by)all m(ea)ns!

   G. May be preceded and/or followed by the capital sign and/or the italic sign.

(To)(Ch)icago	(Into)New York	(By)George
(to)pret(en)d	*(into)no(where)*	*(by)(com)put(er)*

11. Double-Letter Contractions *bb, cc, dd, ff,* and *gg* and the Contraction *ea*
    A. Are subject to the general rules for the use of contractions and to the rules for lower-sign contractions.
    B. May be used only between letters and/or contractions within a word. May never begin or end a word.

ru(bb)(ed)	e(gg)s	ea(ch)
sni(ff)s	m(ea)n	ea(st)
tea	cuff	
add	ebb	

    C. May not overlap a major syllable division, but may overlap a minor syllable division if this does not obscure recognition of the word.

dumbbell	a(ff)ect	wiseacre
di(gg)(er)	oc(ea)n	readju(st)
a(cc)ept	cr(ea)te	p(er)mea(ble)
h(ea)ddress	id(ea)s	a(gg)regate
a(dd)ress	mileage	e(ff)ace

    D. May never be in contact with the apostrophe or the hyphen.

diff'r(en)t	ebb-tide	a(dd)(ed).	add-(ed).
(sh)(er)iff's	cuff-l(in)k		
s(ou)'ea(st)	sea-isl(and)	e(gg)plant	egg-plant
		s(ea)(sh)ore	sea-(sh)ore

12. Initial-Letter Contractions
    A. Are subject to the general rules for the use of contractions.
    B. May be used as parts of words only when they retain their original sounds.

(time)li(ness)	(th)(under)	(there)(in)
c(en)time	laund(er)	e(the)r(ea)l
sur(name)	(had)n't	ad(here)
(en)amel	Hades	h(er)esy

    C. Special rules for certain part-word contractions:
        1) The contraction *one* is used whenever the letters *o* and *n* fall in the same syllable, regardless of pronunciation.

m(one)t(ar)y	h(one)(st)y
phonetic	ph(one)
anemone	g(one)

        2) The contraction *some* is used only when it retains the sound of the word *some,* and where its letters form a complete syllable in the base word.

h(and)(some)	h(and)(some)r
blossom(ed)	(ch)romosome
som(er)sault	gasomet(er)

        3) The contraction *part* is used except where the prefix *par* is followed by any form of the word *take*.

re(part)ee	p(ar)tak(en)
S(part)an	p(ar)tak(er)
(part)ial	p(ar)took

13. Final-Letter Contractions
    A. Are subject to the general rules for the use of contractions.
    B. May never represent whole words.
        less ally
    C. May be used only in the middle or at the end of a word.
        ele(ment)al m(en)tal
        b(less) lesson
        c(ance)r ance(st)or
    D. May be used at the beginning of a line in a divided word.
        temp(er)a- hospital- reck-
        (ment) (ity) (less)
    E. May never be preceded by the apostrophe or the hyphen.
        con-(st)i-tu-tion grey'(ou)nd
        re(st)-less-ness re-ally
        com-m(en)t-(ed) 'Tion!
    F. The contraction *ness* may be used in easily read words, but never when the root word ends in *en* or *in*.
        gov(er)(ness) (ch)iefta(in)ess
        b(ar)o(ness) citiz(en)ess
        lio(ness)

14. Short-Form Words
    A. May be used as parts of words as well as whole words.
        (above)bo(ar)d un(necessary)
        (be)(little)d (first)-born
        (immediate)ly (good)(ness)
        1) May never be divided at the end of a line, but may be separated from any added syllable.
            (immediate)- un-
            ly (perceive)d
            mis- mid-
            (conceive) (afternoon)
        2) May never be used as parts of words unless the original meaning is retained.
            (sh)(ou)ld(er) mu(st)a(ch)e bloodlett(er) Port Said
        3) May not be used in unusual words.
            (st)irab(ou)t
        4) The short forms *after, blind,* and *friend* are used when followed by a consonant, but may not be used when followed by a vowel unless the vowel begins a line in a divided word.
            (after)ma(th) (blind)(ness) (friend)ly
            aft(er)e(ff)ect bl(in)d(ing) (be)fri(en)d(ed)
            (after)- (blind)- (be)(friend)-
            e(ff)ect (ing) (ed)
    B. May represent a whole proper name, but never part of a word in a proper name.
        (Th)omas (Little) Jimmy Doolittle
        (The) *Quicksilv(er)* Fri(en)d(sh)ip Hei(gh)ts
    C. May be used as parts of common words that are not regarded as proper names in the titles or headings of books, chapters, articles, or songs and in the names of companies or organizations.
        (The) (Great)e(st) (St)ory (Ever) Told
        N(one)(such) Bak(ing) Co.
        (Children)s Press

Appendix B

Typical and Problem Words

Braille contractions are shown enclosed in parentheses.

A

A(ar)on
abalone
ab(and)on(ed)
a(bb)é
a(bb)revi(ation)
abeced(ar)ian
ab (in)itio
  [use letter sign before ab]
ablegate
à bon m(ar)(ch)é
aborig(in)e
ab-face
  [about-face]
abvbo(ar)d
  [aboveboard]
abreac(tion)
abs(in)(the)
a capri(cc)io
a(cc)(ed)e
a(cc)el(er)(and)o
a(cc)ia(cc)atura
a(cc)lam(ation)
a(cc)ompani(ment)
a(cc)ord
acly
  [accordingly]
a(cc)(ount)
ac(ed)ia
ac(er)ose
acet(one)
A(ch)aean
à(ch)eval
ac(know)l(ed)g(ment)
ac(ou)(st)ic
à c(ou)v(er)t
acreage
actu(ally)
add
a(dd)(ed)
a(dd)(en)dum
a(dd)ict(ed)
a(dd)i(tion)(ally)
a(dd)ress
a(dd)ucea(ble)
ad(en)oid
ad(here)
adh(er)(ed)
adh(er)(ence)
adh(er)(en)t
ad (in)f(in)itum
adju(st)
ad naus(ea)m
ado
adv(ance)d
advanc(ing)
aëdes
aedile
Aeg(ea)n
Aen(ea)s
aerial
aes(the)tic(ally)
a(ff)a(ble)
a(ff)aire d'am(ou)r
a(ff)i(ance)d
a(ff)(in)(ity)
a(ff)irm
af(for)d(ed)
a(ff)(right)(ed)
a(for)esd
  [aforesaid]
a(for)e(time)
aft(er)e(ff)ect
aft(er)image
afma(th)
  [aftermath]
afns
  [afternoons]
af(th)(ought)
  [afterthought]
afws
  [afterwards]
af-(work)
  [after-work]
a(gg)rav(ation)
a(gg)riev(ed)
agreea(ble)
a(in)'t
air-(con)di(tion)(ed)
Airedale
à la c(ar)te
Ala(dd)(in)
albeit
alb(in)o
Alex(and)(er)
al fine
  [*use letter sign before* al]
ali(en)(ation)
ali(ment)(ar)y
all(ar)g(and)o
Alle(gh)(en)y
allem(and)e
ally
almon(er)
almsh(ou)se
al(ong)
al-rans
  [also-rans]
althorn
altimet(er)
am(en)a(ble)
a(ment)
am(ong)
anaerobic
ana(the)ma
ance(st)ral
(and)ante
(And)es
(And)ré
(And)rew
anemone
anes(the)sia
anno Dom(in)i
Ans(ch)luss
anteat(er)
antedate
antenatal
ant(er)ior
anteroom
anthill
Antigone
anti(the)sis
a(part)heid
a(part)(ment)
apo(the)c(ar)y
app(ar)i(tion)
appe(ar)(ance)

app(er)cv
[apperceive]
aqu(ar)ium
aqueduct
(Ar)abian
(ar)bor(ea)l
(ar)ea
(ar)(ea)s
(ar)(ea)way
(ar)(en)a
(ar)(en)'t
a(right)
(ar)is(en)
(ar)i(st)ocrat
(ar)i(th)metic
a riv(ed)(er)ci
(Ar)mag(ed)don
(ar)oma
(ar)(ound)
(ar)(ou)se
(ar)pe(gg)io
arrivé
(ar)riv(ed)(er)ci
(ar)r(ow)h(ea)d
assem(ble)d
ass(ever)ate
as(th)ma
a(st)oni(sh)(ing)
a(st)(ound)
a(st)r(ing)(en)t
as(under)
a(the)neum
A(the)ns
atmosph(er)e
aton(ed)
at(one)(ment)
auc(tion)e(er)
auf Wi(ed)(er)seh(en)
Aug(ea)n
au grat(in)
aunthood
aur(ea)te
aurora bor(ea)lis
Au(st)ronesia
au(the)ntic
av(en)ue

B

bab(ble)d
ba(cc)alaur(ea)te
bac(ch)anal
Baer
ba(gg)(ing)
ba(in)-m(ar)ie
bak(er)y
bal(ance)d
ball(er)(in)a
ballonet
b(ally)hoo
baloney
bamb(in)o
b(and)anna
bandog
b(ar)b(ar)(ity)
B(ar)b(ar)ossa
b(ar)b(ar)(ou)s
b(ar) mitzvah
b(ar)omet(er)
b(ar)o(ness)
b(ar)onet
bass(in)et
ba(st)ille
bas(tion)
ba(the)d
battledore
bayonet
b(ea)con
b(ea)d(work)
be(ar)a(ble)
(be)atitude
(Be)atrice
b(ea)u ge(st)e
b(ea)uti(ful)ly
(be)bop
beckon(ed)
(be)com(ing)
b(ed)d(ing)
(be)di(gh)t
(be)diz(en)
B(ed)(ou)(in)
(be)dra(gg)l(ed)
b(ed)ri(dd)(en)
bee
(Be)elzebub
be(en)
(be)fh(and)
[beforehand]
(be)fr
[befriend]
(be)fri(en)d(ing)
(be)fu(dd)l(ed)
be(gg)(in)'
(be)g(in)n(ing)
(be)gonia
Begu(in)e
(be)gu(in)e
(be)have
(be)hh(and)
[behindhand]
(be)in'
(Be)lial
(be)liev(er)
(be)ll
[belittle]
(be)lld
[belittled]
(be)littl(ing)
bellig(er)(en)t
(be)l(ong)(ing)
(be)luga
(Be)n(ar)es
B(en)edict
b(en)edic(tion)
b(en)efac(tion)
(be)nefic(en)t
b(en)efici(ar)y
(Be)nelux
(Be)neš
(Be)nét
(be)nevol(ence)
b(en)ison
B(en)nett
B(en)z(ed)r(in)e
(Be)(ow)ulf
(be)qu(ea)(the)d
(be)rate
b(er)ceuse
(be)reft
(be)ret
B(er)(ing)
B(er)(th)old
b(er)yl
(be)ss
[besides]
(be)som
(be)s(ought)
be(st)ial
(be)(st)(ow)(ed)
(be)ta
(be)tatron
(be)tel
(Be)telgeuse
be(the)l
(Be)(the)sda
(be)(th)(ought)
(be)(time)s
(be)tro(the)d
b(ever)age
bevy
bezel
(be)zique
bighorn
b(in)(ar)y
b(in)ate
b(in)ocul(ar)
binomial

bi(part)isan
Birm(ing)ham
bir(th)(right)
bi(st)ro
bl(and)i(sh)(ment)
ble(ed)(ing)
bl(en)d
b(less)
b(less)(èd)
b(less)(ed)
bl(in)dage
bl(in)d(ed)
bl(in)d(er)s
bl(in)de(st)
blfold
  [blindfold]
Bl(in)dheim
bl(in)d(ing)
blly
  [blindly]
bl(ness)
  [blindness]
bls
  [blinds]
bli(the)(some)
bloodlett(er)
blossom(ed)
bluenose
blu(ff)s
bl(under)
Boer
Bona(part)e
bon(er)
b(ong)o
bon j(ou)r
Boone
bor(ea)l
boredom
bosom(ed)
Bo(st)on
bo(the)r(ed)
bottlenose
b(ou)clé
b(ou)(ff)e
b(ought)
b(ound)(ar)y
b(ound)(less)
b(ount)i(ful)
b(ou)tonni(er)e
b(ou)tonnière
brlr
  [brailler]
brailli(st)
br(ea)(the)d
bride-to-be
Brigham
b(right)(en)(ed)
B(right)on
bro(the)r-in-law
br(ou)(gh)am
bub(ble)d
Bu(dd)ha
Burl(ing)ame
busi(ness)
button(ed)
(by)(and) by
by-(and)-by
(by)(and) l(ar)ge
byg(one)
bylaw
by-product
(by)(the) by
by(word)

C

cab(ar)et
ca(ble)d
Caen
Caes(ar)(ea)n
Cal(ed)onia
calis(the)nics
Call(ow)ay
cam(ar)ad(er)ie
c(ance)ll(ation)
c(ance)r
c(and)idate
cano(ed)
cans
(can)'t
cantil(ever)
c(ar)e(er)
C(ar)i(bb)(ea)n
c(ar)n(ation)
C(ar)ol(ing)ian
c(ar)(ou)se
c(ar)te blan(ch)e
c(ar)thorse
cas(in)o
cass(er)ole
Ca(st)ler(ea)(gh)
cath(ea)d
Ca(the)r(in)e
cation
cau(st)ic(ally)
cav(ea)t
c(ed)(ar)
c(ed)illa
ce(ment)
c(en)time
c(en)timet(er)
c(en)trosome
c(en)trosph(er)e
c(er)amics
c(er)(ea)l
c(er)ise
c(er)ul(ea)n
(ch)a(ff)(in)(ch)
(ch)aise l(ong)ue
(Ch)ald(ea)n
(ch)al(one)
(ch)alyb(ea)te
(ch)(ance)d
(ch)(ance)llor
(ch)(ance)ry
(ch)(and)eli(er)
(ch)angea(ble)
(ch)ap(ea)u
(ch)ap(er)(one)
(character)i(st)ic(ally)
(ch)(ar)ade
(ch)(ar)gea(ble)
(ch)(ar)gé d'a(ff)aires
(Ch)(ar)le(st)on
(Ch)(ar)lest(ow)n
(ch)a(st)ise
(ch)ât(ea)u
(Ch)atham
(ch)(ed)d(ar)
(ch)e(er)(less)(ness)
(ch)em(in) de f(er)
(ch)(en)ille
(ch)(er)oot
(ch)iefta(in)ess
(ch)i(ff)oni(er)
(ch)ildhood
(ch)ildi(sh)(ness)
(ch)ildlike
(child)'s
(Ch)ilds
(ch)(in)a
(Ch)(in)ese
(Ch)(in)ook
(Ch)isholm
(Ch)op(in)
(Ch)(ou) En-lai
(ch)ri(st)(en)(ed)
(ch)romosome
(ch)u(bb)i(ness)
(ch)uckfull
cic(er)one
cig(ar)ette
c(in)(er)ama
c(in)(er)(ar)ium
ci(the)rn
citiz(en)ess
c(ity)

cl(and)e(st)(in)e
cl(ar)(in)et
cle(ment)
Cle(ment)(in)e
cl(ever)e(st)
cli(ff)s
clo(the)shorse
clyp(ea)te
cob(ble)r
Co(ble)nz
co(ch)(in)(ea)l
co(ed)
coenobite
co(en)zyme
co(er)ce
c(of)fee
co(here)
coh(er)(ence)
coh(er)(en)t
coi(ff)ure
Col(er)idge
coll(in)e(ar)
colonel
colorbl
[colorblind]
(com)a
(Com)an(ch)(ea)n
(com)atose
(com)b
(com)b(in)(ation)
(com)(ed)ian
(com)ed(ow)n
(com)(ed)y
com'(er)e
(com)in'
(Com)(in)t(er)n
comique
(com)m(and)ant
(com)m(and)(er)-in-(ch)ief
(com)m(ence)d
(com)(ment)
(com)(ment)(ar)y
(com)m(ing)le
(com)mon(er)
(com)mone(st)
(com)p(ar)a(ble)
(com)(part)(ment)
(com)p(en)s(ation)
(com)pli(ment)(ar)y
(com)pon(en)t
(com)ptroll(er)
(com)radery
con
co(name)d
con(ation)
(con)ative
conatus
(con)c(ed)(ed)
(con)ceiva(ble)
(con)cvd
[conceived]
(con)c(er)t(in)a
con(ch)
(con)(ch)a
conchuela
(con)ci(er)ge
(con)comit(ance)
(con)di(ment)
(con)d(one)
(con)don(ed)
c(one)
con(ed)
c(one)nose
(Con)e(st)oga
coney
(con)f(ed)(er)(ation)
(con)ga
(con)gé
(con)g(ea)l(ed)
(con)g(er)
(Con)go
(Con)gress
(con)gru(ou)s
(con)ic
conidium
conif(er)
coni(in)e
conium
(Con)n.
(con)n(ing)
conoid
(con)sci(ence)
(con)(st)(er)n(ation)
(con)t.
conte
(con)t(in)(en)t
(con)t(ing)(en)t
(con)t(in)u(ity)
(con)tradist(in)c(tion)
(con)tr(ar)iety
(con)tredanse
conundrum
(con)v(en)(ance)
(con)v(en)i(ence)
(con)v(en)(tion)al(ity)
(con)v(er)sazione
cony
coop(er)(ation)
coord(in)(ation)
cop(ar)c(en)(ar)y
copy(right)
coron(er)
coronet
corpor(ea)l
cortis(one)
co(st)(er)m(ong)(er)
co(st)um(er)
cot(er)ie
cda
[coulda]
cdn't
[couldn't]
cd(st)
[couldst]
c(ount)(en)(ance)
c(ount)(er)(part)
c(ount)ess
c(ount)ry
c(ount)y
c(ou)pon
c(ou)rth(ou)se
c(ou)turi(er)
c(ow)(ar)d
c(ow)h(er)d
c(ow)hide
co(work)(er)
cra(bb)(ed)
cr(ea)te
cre(ation)
cr(ea)tor
cr(ea)ture
cr(ed)(ence)
cr(ed)(en)tials
cr(ed)o
cr(ed)ul(ity)
crème de m(en)(the)
cr(en)(ation)
Crim(ea)n
crim(in)ologi(st)
cr(ing)(ed)
cr(ing)(ing)
cr(in)oid
cr(one)
croon(er)
crop-e(ar)(ed)
cross-(question)(ed)
crosstrees
crum(ble)d
cry(st)al
cul(in)(ar)y
Cumaean
cun(ea)te
cu(sh)ion(ed)
cu(st)om(er)
cycl(one)
Cyclop(ea)n
cz(ar)(in)a

D

da(bb)(ing)
dab(ble)d
da(ch)shund
dacoity
Daedalus
d(ally)(ing)
d(ance)d
d(ance)r
d(and)elion
d(ar)edevil
dau(gh)t(er)-in-law
daund(er)
(day)-by-(day)
(day)(time)
(Day)tona
d(ea)co(ness)
d(ea)f(en)(ing)
de(ar)e(st)
d(ea)(th)like
déb(ou)(ch)é
dec(ed)(en)t
deceiva(ble)
dcvd
[deceived]
dcvr
[deceiver]
decl(ar)(ation)
dcld
[declared]
dclr
[declarer]
decl(in)(ation)
decomp(ound)
d(ed)ic(ation)
deduc(ed)
deduc(tion)
def(in)i(tion)
de(ity)
déjeun(er)
del(in)(ea)te
del(in)e(ation)
delph(in)(in)e
dém(ar)(ch)e
de(ment)ia
dem(one)tiz(ation)
d(en)(ar)ius
den(ation)alize
denatur(ed)
d(en)ial
d(en)i(er)
d(en)im
d(en)iz(en)
denom(in)(ation)
denom(in)ator
denote
den(ou)e(ment)
den(ou)nce
d(en)til(ing)ual
denudate
denud(ation)
denudative
denude
denunci(ation)
d(en)y
de(part)(ment)
depon(en)t
depr(ed)(ation)
derail(ment)
derange
d(er)elic(tion)
deride
deri(sion)
derisive
d(er)iv(ation)
derivative
derive
d(er)ogate
derogatory
d(er)r(ing)-(do)
d(er)r(ing)(er)
deshabille
desi(cc)(ation)
de(st)(in)(ation)
de(st)itu(tion)
dete(st)(ation)
detri(ment)al
diaeresis
di(ar)y
di(er)esis
di(ff)(er)(ence)
di(ff)icile
di(ff)u(sion)
dillyd(ally)
dim(in)u(tion)
d(in)(ar)
d(in)(gh)y
d(ing)y
d(in)osaur
diph(the)ria
(dis)a(ble)d
(dis)a(cc)ord
(dis)a(st)(er)
(dis)belief
disc
(dis)cipl(in)(ar)ian
(dis)com(for)t(ing)
(dis)conc(er)t(ing)
(dis)connect(ed)
(dis)cont(en)t
(dis)cont(in)u(ed)
(dis)c(ount)
(dis)cus
(dis)cuss
(dis)cus(sion)
(dis)(ea)se
(dis)(en)gage
(dis)habille
(dis)h(ar)moni(ou)s
di(sh)clo(th)
di(sh)evell(ed)
(dis)h(one)(st)y
(dis)(in)g(en)u(ou)s
(dis)(in)t(er)e(st)(ed)
disk
(dis)like
(dis)m(ally)
(dis)p(en)s(ation)
(dis)p(er)se
di(spirit)(ed)
(Dis)raeli
(dis)s(er)t(ation)
(dis)s(ever)
(dis)syllabic
(dis)t.
(dis)taff
(dis)ta(ff)s
(dis)ta(in)
(dis)tal
(dis)t(ance)
(dis)t(en)d
(dis)ti(ch)
(dis)till(er)y
(dis)t(in)gué
(dis)t(ing)ui(sh)
(dis)tra(in)t
(dis)trau(gh)t
(dis)tress(ing)
(dis)trict
(dis)turb(ed)
disulphide
disulphuric
di(the)r
div(er)tisse(ment)
div(in)(ation)
do
[*musical note*]
do(bb)(in)
docu(ment)(ed)
do(dd)(er)(ing)
dodo
Doenitz
do(er)
dog-e(ar)(ed)
do(gg)(er)el
do(gg)on'
dogg(one)

dogh(ou)se
dome(st)ic(ally)
dom(in)e(er)
d(one)
donee
D(one)gal
D(one)lson
Donets
Doolittle
d(ou)(ble)-(en)t(en)dre
d(ou)(ble)-qk
[double-quick]
d(ou)(ble)t
d(ou)ceur
d(ought)y
d(ou)(gh)y
d(ow)n(right)
d(ow)ntro(dd)(en)
dragonet
dr(ea)d(ful)
dre(ar)y
drib(ble)d
drom(ed)(ar)y
dr(one)
dron(ed)
dr(ought)
dru(gg)i(st)
dug(ou)t
dukedom
dumbbell
d(under)h(ea)d
dunghill
d'y(ou)

E

ea(ch)
e(ar)a(ch)e
e(ar)ph(one)
e(ar)(the)n
e(ar)(th)(work)
ea(st)
ebb
e(bb)(ed)
ebb-tide
e(cc)e
e(cc)(en)tric(ity)
e(ch)o(ed)
economy
(Ed)
[*name*]
edaci(ou)s
(ed)dy
(ed)elweiss
(Ed)(en)
edict
(ed)ile
(ed)it(ed)
(Ed)i(th)
edi(tion)
(ed)uc(ation)
educ(ed)
e'(en)
e'(er)
e(er)i(ness)
e(ff)acea(ble)
e(ff)em(in)ate
ef(for)t(less)
egg
egg-h(ea)d
e(gg)nog
e(gg)s
E(in)(st)e(in)
E(in)thov(en)
ela(st)ic(ity)
elec(tion)e(er)
ele(ment)(ar)y
el(ong)(ation)
else(where)
em(ble)m
embracea(ble)
em(er)g(ence)
em(in)(ence)
Em(ment)al(er)
empyr(ea)n
(en)a(ble)d
(en)abl(ing)
(en)amel
en avant
(en)ce(in)te
(en)cephalitis
(en)compass(ed)
(en)core
(en)c(ount)(er)
(en)cyclopaedia
(en)cyclop(ed)ia
(en)de(ar)(ment)
en effet
(en)(er)v(ation)
en famille
(en)fe(of)f(ment)
enfin
(en)g(in)e(er)
(En)gl(and)
(en)h(ance)d
(En)id
(en)igma
(en)igmatic(ally)
en masse
(en)m(ity)
(En)o(ch)
enorm(ou)s
(en)(ou)(gh)'s
en(ou)nce
(en)(ow)
en passant
en r(ou)te
(en)sem(ble)
(en)sph(er)e
en suite
(en)t(en)te
(en)(th)r(one)
(en)(th)ron(ed)
(en)t(ity)
(en)tre n(ou)s
(en)trepr(en)eur
enum(er)(ation)
enunci(ation)
(en)vi(sion)(ed)
(en)wr(ea)(the)d
Epicur(ea)n
equ(ally)
equidist(ance)
equinox
(er)a
eradic(ation)
erase
eras(er)
erec(tion)
(er)el(ong)
(er)go
(Er)ie
ero(sion)
(er)otic
(er)rone(ou)s
(er)udi(tion)
erup(tion)
(er)ysipelas
e(st)abli(sh)(ment)
e(st)ate
Es(the)r
es(the)tic(ally)
Es(th)onia
e(st)range(ment)
e(st)u(ar)y
E(the)l
e(the)r(ea)l
e(the)re(ally)
Europ(ea)n
Evan(st)on
ev(en)(ing)
(Ever)e(st)
(ever)more
ev(er)(sion)
ev(er)t
(ever)ybody
(ever)y(day)

(every)-(day)
(ever)y(one)
(ever)y(th)(ing)
(ever)y(where)
exa(gg)(er)at(ed)
excommunicat(ed)
exon(er)(ation)
ex (part)e
exp(ed)i(ence)
exp(ed)it(ed)
exp(ed)i(tion)
exp(er)i(ence)
exp(er)i(ment)(ation)
expon(en)t
ext(ing)ui(sh)(ed)
extraord(in)(ar)y

F

Faenza
faerie
faery
fa(in)the(ar)t(ed)
falconet
f(and)ango
f(ar)(in)a
f(ar)(the)rmo(st)
f(ar)(th)(in)gale
fa(sh)ion(ed)
fa(st)idi(ou)s
(father)-in-law
(father)(less)
f(ea)lty
fe(ar)(ful)(ness)
f(ea)(the)r(ed)
f(ed)(er)(ally)
f(ed)ora
fe(in)t
fem(in)(in)e
fem(in)(in)(ity)
f(ence)d
f(ence)r
f(en)e(st)r(ation)
F(er)(in)(gh)ee
F(er)(ing)i
f(er)(ment)(ation)
f(er)oc(ity)
fe(st)iv(ity)
fe(st)oon(ed)
fev(er)i(sh)
fiancé
fiance
fi(dd)l(er)
fi(en)di(sh)(ness)
f(in)al(ity)
f(in)(ally)
f(in)(ance)d
f(in)anci(ally)
f(in)e(ness)
f(in)(er)y
fi(ness)e
f(ing)(er)
f(in)is
f(in)ite
fire(ar)ms
firedamp
fire(work)s
f(st)-(be)gott(en)
[first-begotten]
f(st)h(and)
[firsthand]
fla(bb)i(ness)
fla(cc)id(ity)
flam(ing)o
flea
fl(ea)s
fl(ound)(er)(ed)
fo(dd)(er)
foghorn
fold(er)ol
foothill
foothold
(for)am(en)
(for)bi(dd)(ing)
(for)e(ar)m
(for)edoom(ed)
(for)e(father)
(for)e(know)
(for)e(name)d
(for)enoon
(for)(en)sic(ally)
(for)erunn(er)
(for)e(th)(ought)
(for)(ever)more
(for)g(er)y
(for)(th)(with)
(for)um
f(ought)
f(ound)(ation)
f(ount)a(in)
Franc(en)e
Fr(ance)s
Fr(ance)sca
freedom
free(ness)
fr(en)etic(ally)
fric(and)(ea)u
Fri(day)
fr(less)
[friendless]
Fri(en)dly Isl(and)s
frs
[friends]
fr(sh)ip
[friendship]
f(right)(en)(ed)
fr(ing)(ed)
frow(ar)d
fruity
fulfill(ment)
fully
ful(some)(ness)
funda(ment)(ally)
fun(er)(ea)l
fur(the)rmore
fur(the)(st)
fu(sion)

G

gab(ble)d
gadab
[gadabout]
Gala(had)
Galil(ea)n
gal(in)gale
gall(ea)ss
gallinipp(er)
Gall(ow)ay
gam(ble)d
gam(ble)r
g(ar)age
g(ar)(ble)d
g(ar)çon
g(ar)derobe
gasomet(er)
gasti(gh)t
ga(st)ritis
ga(the)r(ed)
gau(ch)(er)ie
g(en)ealogy
g(en)(er)(ally)
g(en)etics
g(en)i(ally)
g(en)itour(in)(ar)y
g(en)ius
geom(ance)r
G(er)(many)
g(er)undive
ge(st)icul(ation)
(gh)a(st)li(ness)
(Gh)(en)t
(gh)o(st)like
gi(bb)(er)i(sh)
gi(ble)t
gi(dd)i(ness)

gigant(ea)n
Gil(ea)d
g(ing)(er)
g(ing)ham
gir(and)ole
giveaway
gla(dd)(en)(ed)
gl(ance)d
glass(work)
gliss(and)o
gli(st)(en)(ing)
glut(en)(ou)s
goath(er)d
gob(ble)d
gob(ble)dygook
gob(ble)r
(go)-(be)t
  [go-between]
go(ble)t
(go)-by
go(dd)am
goddamn
go(dd)ess
god(father)
Goer(ing)
Goe(the)
go(ing)
g(one)
gd-by
  [good-by]
Gd Hope, Cape (of)
  [Good Hope]
gdies
  [goodies]
gdly
  [goodly]
gd(ness)
  [goodness]
gds
  [goods]
gdwill
  [goodwill]
gdy
  [goody]
Goodye(ar)
Goody Two (Sh)oes
gooseneck
goshawk
Go(th)am
Gött(er)dämm(er)ung
g(ou)rm(and)
gov(er)(ness)
gr(and)ame
gr(and)(ch)ild
gr(and)(ch)n
  [grandchildren]
gr(and)ee
gr(and)eur
gr(and)(father)
gr(and)iloqu(ence)
gr(and)(mother)
Gran(th)am
grasshopp(er)
gr(ea)si(ness)
Grt Brita(in)
  [Great Britain]
grte(st)
  [greatest]
grt(ness)
  [greatness]
gr(en)ade
grey'(ou)nd
gri(dd)le
gri(ff)(in)
gr(ound)(work)
gru(bb)i(ness)
grue(some)(ness)
gu(in)ea
gu(in)(ea)s
gyrocompass

H

hab(ea)s corpus
ha(dd)ock
Hades
(Had)jemi
(had)ji
(Had)ley
(had)n't
Hadrian
Hag(ed)orn
Hag(er)st(ow)n
ha(gg)(ar)d
Hall(ow)e'(en)
h(and)i(work)
h(and)l(ed)
h(and)(some)r
h(and)(some)(st)
h(and)-to-h(and)
h(and)y
Hans(ea)tic
Hapgood
h(ar)angu(ed)
h(ar)b(ing)(er)
h(ar)d-e(ar)n(ed)
h(ar)m(ful)ly
h(ar)(ness)(ed)
h(ar)tshorn
hav(en)'t
h(ea)ddress
he(ar)d
he(ar)tsease
h(ed)ger(ow)
h(ed)onic
he(in)(ou)s
hemisph(er)e
h(ence)(for)(th)
H(en)(ness)ey
H(er)cul(ea)n
H(er)e
  [*goddess*]
(here)ab
  [hereabout]
(here)af
  [hereafter]
h(er)(ed)it(ar)y
h(er)(ed)(ity)
H(er)e(for)d
(here)(in)to
h(er)esy
h(er)etic
(here)to(for)e
(here)(upon)
(here)(with)
H(er)gesheim(er)
H(er)mione
h(er)oic(ally)
hetaera
hi(cc)up
hi(dd)(en)
hideaway
hi(er)(ar)(ch)y
hi(gg)ledy-pi(gg)ledy
h(ing)(ed)
h(ing)(ing)
hi(st)ory
hob(ble)d
hob(ble)dehoy
ho(bb)y
hogsh(ea)d
hoity-toity
Holl(in)sh(ed)
homog(en)e(ity)
h(one)(st)y
h(one)y
hornbl(en)de
horseradi(sh)
ho(st)il(ity)
hoth(ou)se
H(ou)(gh)ton
h(ou)seroom
h(ow)beit
h(ow)(ever)
hu(bb)ub
hu(ff)i(sh)
Hugu(en)ot

hydrofluoric
hy(en)a
hym(en)(ea)l
hypot(en)use
hypo(the)c(ar)y
hypo(the)ses
hypsomet(er)
hy(st)(er)ics

I

idea
id(ea)li(st)ic
id(ea)l(ity)
ide(ally)
id(ea)s
ide(ation)
id(en)t(ity)
Ill(in)ois
illu(st)r(ation)
imagery
imag(in)(ation)
immly
  [immediately]
imm(ness)
  [immediateness]
imm(in)(ence)
im(part)ial(ity)
impas(sion)(ed)
impe(cc)a(ble)
imp(ed)i(ment)a
imp(er)mea(ble)
imp(ing)e(ment)
imp(ound)(ed)
impres(sion)a(ble)
imprison(ed)
(in)a(cc)essi(ble)
(in)asm(ch)
  [inasmuch]
(in)be(ing)
in-(be)t
  [in-between]
in-(be)t(er)s
  [in-betweeners]
in-(be)t(ness)
  [in-betweenness]
(in)b(ound)
(in)c(and)esc(en)t
(in)cle(ment)
(in)cl(in)(ation)
(in)coh(er)(ence)
(in)coh(er)(en)t
(in)come
(in)comp(ar)a(ble)
(in)conceiva(ble)
(in)congru(ity)
(in)congru(ou)s
(in)conv(en)i(en)t
(in)corpor(ea)l
(in)def(in)ite
(in)diaru(bb)(er)
(in)di(ff)(er)(ence)
(in)disp(en)sa(ble)
(in)dist(in)ct
(in)dist(ing)ui(sh)a(ble)
(In)donesia
(in)du(st)ry
(in)e(ar)(th)
(in)e(ff)acea(ble)
(in)eradica(ble)
(in)exp(er)i(ence)d
(in)f(in)ite
(in)flu(ence)d
(in)frar(ed)
(in)fr(ing)e(ment)
(In)ge
(in)g(en)i(ou)s
(in)génue
(in)g(en)u(ity)
(in)glenook
(in)got
(in)gr(ed)i(en)t
(in)(here)
(in)h(er)(ence)
(in)h(er)(en)t
(in)h(er)it(ance)
in-law
(in)(of)f(en)sive
in-pati(en)t
(in)sep(ar)a(ble)
(in)(sh)(ea)(the)
(in)som(ch)
  [insomuch]
(in)sph(er)e
(in)(spirit)
(in)(st)ill
(in)(st)ru(ment)al
(in)surm(ount)a(ble)
(in)t(en)(tion)(ally)
(in)t(er)communic(ation)
(in)t(er)m(ed)iate
(in)te(st)(in)al
(in)ton(ed)
(in)trav(en)(ou)s
I(one)
I(ow)a
Iredell
iron(ed)
iron(er)
irr(ation)(ally)
irredeema(ble)
irreplacea(ble)
irr(ever)(ence)
is(in)glass
isometry
is(th)mus
(it)'d
(it)'ll
(it)'s

J

ja(bb)(er)
jack-in-(the)-pulpit
Jacob(ea)n
jaconet
ja(gg)(ed)
Jamest(ow)n
j(ar)d(in)i(er)e
j(ea)l(ou)s(ness)
jehad
J(er)usalem
jibboom
ji(ff)y
ji(gg)l(ing)
jihad
j(ing)l(ed)
jo(bb)(er)
J(one)s
j(ong)leur
joy(ful)(ness)
Jud(ea)n
jum(ble)d
ju(st)ice
ju(st)ly
ju(st)(ness)
juv(en)ile

K

ka(in)ite
kang(ar)oo
k(en)o
kettledrum
kh(ed)ive
kilowatt
k(in)es(the)tic
klo(of)
K(ness)et
K(ness)e(th)
kni(gh)thood
knockab
  [knockabout]
knock(ou)t
knock-(out)

knothole
(know)(ing)
(know)l(ed)gea(ble)
(know)n
Konev
Köni(gg)rätz
krone

L

Lac(ed)aemon
lac(er)(ation)
lacka(day)
la(dd)(er)
Ladr(one)
lady-in-wait(ing)
la(gg)(ar)d
la(ity)
la(ment)(ation)
l(ance)d
L(ance)lot
l(ance)olate
l(ance)r
l(ance)t
l(and)aulet
l(and)(lord)
l(and)lu(bb)(er)
Langu(ed)oc
lan(th)orn
l(ar)c(en)y
l(ar)yng(ea)l
la(the)r(ed)
la(th)(work)
laund(er)(ing)
laur(ea)te
lay(ou)t
l(ea)d(en)
l(ea)gu(er)
Le(and)(er)
l(ea)n-to
le(ar)n(ed)
l(eɛ)(the)r
l(ea)v(en)(ing)
le(gg)(ing)
leghorn
l(en)g(the)n
l(en)i(ence)
L(en)(in)grad
l(en)ta(ment)e
l(en)t(and)o
l'envoi
L(er)oy
less
lessee
lesson
Le(the)
lr(ed)
[lettered]
lrh(ea)d
[letterhead]
lr(ing)
[lettering]
lrpress
[letterpress]
lrs
[letters]
l(ever)
l(ever)age
Lev(er) Bro(the)rs
l(ever)et
Lewi(st)on
Lib(er)ian
li(ed)
lifelike
life(time)
lige(ance)
li(gh)th(ea)d(ed)
li(gh)the(ar)t(ed)
li(gh)th(ou)se
likea(ble)
likes
limeade
l(in)eage
[*alignment*]
l(in)(ea)ge
[*ancestry*]
l(in)(ea)l
l(in)(ea)(ment)
l(in)e(ar)
l(in)(ea)te
l(in)(en)-drap(er)
l(ing)(er)
l(in)g(er)ie
l(ing)ual
l(in)oleum
lio(ness)
lionet
lis(some)(ness)
li(st)(en)(er)
li(the)(some)(ness)
ll(ness)
[littleness]
llr
[littler]
Ll Rock
[Little Rock]
ll(st)
[littlest]
Littleton
livea(ble)
liv(er)y
loa(the)d
lo(bb)yi(st)
locowe(ed)
L(of)ot(en) Isl(and)s
l(of)ti(ness)
log(ar)i(th)m
lo(gg)(er)
London(er)
l(one)(some)(st)
l(ong)(er)on
l(ong)ev(ity)
l(ong)hair
l(ong)h(and)
l(ong)horn
l(ong)itude
look(ou)t
(lord)(ing)
(lord)(sh)ip
L(ou)is Brl
[Louis Braille]
l(ow)-(spirit)(ed)
Luftwa(ff)e
lu(gg)age
lun(ch)eonette
ly(ing)-in

M

mac(ar)oni
mac(ar)oon
Ma(cc)ab(ea)n
Mac(ed)onia
ma(ch)(in)(er)y
mack(in)aw
ma(dd)(en)(ed)
maenad
ma(gg)ot
magi(st)(er)ial
maharajah
maharani
mah-j(ong)g
ma(in)(st)ay
ma(in)t(en)(ance)
make-(be)lieve
maledic(tion)
malf(ea)s(ance)
mal(ing)(er)(er)
mallea(ble)
managea(ble)
m(and)(ar)(in)
m(and)ate
m(and)rake
m(and)rill
man-eat(er)
mangonel

manlike
(many)plies
(many)-sid(ed)
m(ar)as(ch)(in)o
m(ar)aud
m(ar)(ble)d
m(ar)(ble)iz(ed)
m(ar)(ch)io(ness)
m(ar)g(ar)(in)e
M(ar)gu(er)ite
M(ar)ie
m(ar)(in)e
m(ar)ionette
m(ar)i(time)
m(ar)oon(ed)
m(ar)riagea(ble)
m(ar)t(in)gale
ma(st)h(ea)d
ma(the)matics
mat(in)ee
Mat(the)w
Mau(gh)am
maund(er)(ing)
maybe
Mc(Com)mack
Mc(Con)nell
me(and)(er)(ing)
m(ea)n(time)
m(ed)allion
m(ed)dle(some)
m(ed)i(ation)
m(ed)ica(ment)
m(ed)ic(in)al
m(ed)iocr(ity)
M(ed)it(er)ran(ea)n
me(er)s(ch)aum
megaph(one)
megaphon(ed)
Mélis(and)e
me(ment)o
memor(and)um
ménage
m(en)ag(er)ie
m(en)had(en)
m(en)ial
m(en)(in)gitis
m(en)tal(ity)
m(en)(the)ne
m(en)(tion)(ed)
m(er)c(en)(ar)y
m(er)(ch)(and)is(ing)
M(er)(ed)i(th)
m(er)idian
m(er)(ing)ue
m(er)(in)o
m(er)it(ed)
M(er)ov(ing)ian
m(er)ry-(go)-r(ound)
mes(en)cephalon
microfilm
Micronesian
microwave
midafn
[midafternoon]
mid(day)
mi(dd)l(ing)
midwifery
mignonette
mileage
mill(in)(er)y
millw(right)
mi(lord)
m(in)(ar)et
m(in)e(st)rone
m(ing)l(ed)
M(in)n(ea)polis
m(in)or(ity)
m(in)ute(ness)
misally
misconceiv(ed)
misconduct
miscre(ance)
miscr(ea)nt
Mis(er)(er)e
mish(and)l(ed)
mishap
mishe(ar)d
mis(name)d
misoneism
mis(sion)(ar)y
mis(st)ep
mistake
mist(ea)(ch)
mistell
mi(st)(er)
mist(er)m(ed)
mis(th)(ought)
mis(time)d
mi(st)i(ness)
mistitl(ed)
mi(st)letoe
mistook
mi(st)ral
mistr(ea)t
mi(st)ress
mistrial
mistru(st)(ful)
mis(under)(st)(and)(ing)
mis(word)(ed)
mo(cc)as(in)
Mohamm(ed)an
moi(st)(en)(ed)
mole(st)(ation)
mo(ment)(ar)y
mo(ment)um
Mona(gh)an
mon(and)r(ou)s
Monel
m(one)t(ar)y
m(one)y
m(ong)(er)
M(ong)olian
mongoose
m(ong)rel
monkshood
Mon(ong)ahela
monot(one)
Mont(en)egro
Mont(er)ey
Montr(ea)l
moon(ed)
more'n
moreov(er)
Moro(cc)o
Mortim(er)
mo(th)-eat(en)
(mother)-in-law
(mother)(less)
(mother)-(of)-pe(ar)l
mo(tion)(less)
m(ou)(ff)lon
m(ount)a(in)e(er)
m(ou)rn(ful)ly
m(ou)(the)d
mu(dd)l(ed)
mu(ff)(in)
multi(part)ite
m(st)
[*v., n., or adj.* must]
mu(st)a(ch)e
mu(st)(er)(ing)
m(st)n't
[mustn't]
m(st)y
[musty]
mut(in)e(er)
my(st)(er)i(ou)s

N

(name)a(ble)
(name)d
(name)sake
nam(ing)
nasc(ence)
na(st)i(ness)
n(ation)

n(ation)al(ity)
natur(ally)
naus(ea)t(ing)
Naz(ar)(en)e
Ne(and)(er)(th)al
N(ea)politan
ne(ar)e(st)
n(ea)th(er)d
necess(ar)ily
ne(ed)l(ing)
ne'(er)-(do)-well
N(er)o
Nesselrode
ne(the)rmo(st)
n(ever)(the)(less)
n(ever)-to-be-(for)gott(en)
newcom(er)
Newf(ound)l(and)
New Orl(ea)ns
nib(ble)d
ni(gg)(ar)dli(ness)
ni(gh)thawk
ni(gh)t(in)gale
nim(ble)(ness)
Nipponese
no(ble)r
nob(less)e
no(ble)(st)
no(gg)(in)
noi(some)
nom(in)ative
nonbeliev(er)
non(ch)al(ance)
non-commis(sion)(ed)
non (com)pos m(en)tis
noncon(for)mi(st)
n(one)
nonela(st)ic
non(en)t(ity)
noness(en)tial
n(one)s(ch)
[nonesuch]
nonfulfill(ment)
non(part)icipat(ing)
noon(time)
Norm(and)y
nor(th)ea(st)
nor(the)rn
noseble(ed)
no(st)algic
nota (be)ne
noticea(ble)
Nott(ing)ham
not(with)(st)(and)(ing)
n(ought)
n(ou)v(ea)u ri(ch)e
n(ow)a(day)s
noway
no(where)
nowise
nu(ance)
nu(bb)(in)
nucle(ar)
nucl(ea)te
nuthat(ch)

O

ob(ed)i(ence)
obl(ance)olate
obsc(en)(ity)
o(cc)a(sion)(ally)
oc(ea)nic
O'(Con)nor
odd
o(dd)(ity)
o(dd)s
oedema
Oedipus
o'(er)
(of)f(en)sive
(of)fici(ally)
(of)t(en)(time)s
oleag(in)(ou)s
ole(and)(er)
o(ment)um
om(in)(ou)s
oncom(ing)
Oneida
(one)(ness)
on(er)(ou)s
opéra (com)ique
oppon(en)t
optime
orangeade
or(ch)e(st)r(ation)
ord(ea)l
ord(in)(ar)ily
org(and)y
orig(in)(ally)
orna(ment)(ation)
o(the)r
(ou)(st)(er)
(out)-(and)-(out)
(ou)tb(ound)
(ou)tcome
(ou)tdo
(ou)thaul
(ou)th(ou)se
(out)-(of)-(the)-way
(out)-pati(en)t
(ou)tpati(en)t
(ou)tr(ance)
(ou)tré
(ou)t(right)
(ou)t(st)(and)(ing)
(ou)tw(ar)d
ov(er)come
ov(er)eat
ov(er)full
ov(er)(lord)
ov(er)m(ch)
[overmuch]
ov(er)(st)u(ff)(ed)
ov(er)wr(ought)
(ow)!
oz(one)

P

pa(dd)(ing)
padrone
paean
pag(ea)nt
pa(in)(ful)(ness)
pa(in)stak(ing)
Pale(st)(in)e
pancr(ea)s
pancr(ea)tic
pandemonism
p(and)emonium
P(and)ora
p(and)(ow)dy
pan(the)on
p(ar)ad(ing)
p(ar)a(en)g(in)e(er)
p(ar)a(ff)(in)
p(ar)don(ed)
p(ar)(en)tal
p(ar)(en)(the)ses
p(ar)(en)thood
p(ar)i(sh)ion(er)
P(ar)isian
p(ar)lia(ment)(ar)y
p(ar)o(ch)ial
p(ar)ol(ed)
p(ar)oxyt(one)
p(ar)take
p(ar)tak(en)
(part)(er)re
P(ar)(the)non
P(ar)(th)ia
(part)ial(ity)
(part)i(ally)
(part)icip(ation)
(part)iciple

(part)icul(ar)(ity)
(part)i pris
(part)isan
(part)i(tion)
(part)ive
p(ar)took
(part)ridge
(part)uri(en)t
p(ar)v(en)u
passe(ment)(er)ie
passe-p(ar)t(ou)t
pass(er)-by
pas(sion)(less)
pass(word)
pa(st)el
pas(time)
pat(ch)(work)
pa(the)tic(ally)
pati(ence)
patro(ness)
p(ea)cea(ble)
p(ea)cock
p(ea)n
p(ea)nut
peb(ble)
p(ed)antic
p(ed)dl(er)
p(ed)e(st)al
p(ed)e(st)rian
p(ed)i(ment)
Pek(ing)ese
p(en)al
p(ence)
P(en)elope
p(en)(in)sula
p(en)it(en)ti(ar)y
p(en)ologi(st)
p(en)(sion)
[*a payment*]
p(en)(sion)
[*boardinghouse*]
p(en)th(ou)se
p(en)uri(ou)s
peoples
(people)'s
p(er)ceiva(ble)
p(er)cvd
[perceived]
p(er)(ch)(ance)
p(er)egr(in)(ation)
p(er)(for)(ation)
p(er)in(ea)l
p(er)ineum
p(er)iodic
p(er)itoneum
p(er)mea(ble)
p(er)m(ea)t(ing)
p(er)on(ea)l
P(er)sephone
p(er)sev(er)(ance)
p(er)sev(er)(ed)
p(er)t(in)ac(ity)
p(er)t(in)(en)t
P(er)u
p(er)uke
p(er)use
pe(st)h(ou)se
peti(tion)(er)
Ph(ar)aoh
ph(en)ol
ph(en)om(en)on
phil(and)(er)(er)
Phili(st)(in)e
Ph(in)(ea)s
Phoenix
ph(one)
phon(ed)
phonetic(ally)
photofla(sh)
phr(en)etic
pic(ar)oon(ed)
pigh(ea)d(ed)
pig(ment)(ation)
pil(ea)t(ed)
piloth(ou)se
pi(ment)o
p(in)ce-nez
p(in)eapple
p(in)edrops
p(ing)-p(ong)
p(in)o(ch)le
piñon
pione(er)(ing)
pi(st)a(ch)io
pit(ch)bl(en)de
p(ity)(ing)
pizz(er)ia
pla(in)(ness)
plat(ea)u
plat(in)um
play(time)
playw(right)
pl(ed)g(er)
pl(en)ti(ful)ly
pl(ow)(sh)(ar)e
pl(under)(ed)
poison(ed)
poison(er)
pokeroot
poleax
p(ong)ee
popedom
pop(er)y
porr(ing)(er)
porthole
Port Said
po(st)(er)ior
po(st)(er)(ity)
po(st)ha(st)e
po(st)hum(ou)s
po(st)pd
[postpaid]
po(st)pon(ed)
po(st)p(one)(ment)
poth(er)b
pothole
pothunt(er)
pot(sh)(er)d
p(ound)(ing)
p(ou)rboire
p(ou)rp(ar)l(er)
P(ow)hatan
practi(tion)(er)
praenom(en)
pr(ance)d
pr(ance)r
pr(and)ial
preacqua(in)t(ance)
preadamite
preadju(st)(ment)
preadult
pream(ble)
preappo(in)t(ment)
pre(ar)rang(ed)
prec(ed)(en)t
preconceiv(ed)
preconcep(tion)
predaci(ou)s
predat(ed)
pr(ed)atory
predec(ea)s(ed)
pr(ed)ecessor
predesignate
prede(st)(in)(ation)
predet(er)m(in)(ed)
predica(ment)
pr(ed)icat(ed)
predic(tion)
predige(st)(ed)
predilec(tion)
predispos(ed)
predom(in)(ance)
prenatal
preno(tion)
prenuptial
preo(cc)upi(ed)
prep(ar)(ation)
prerequisite

prerogative
pre(st)ige
prev(en)i(ence)
prie(st)hood
pri(gg)i(sh)(ness)
pr(in)cip(ally)
prison(er)
pri(the)e
pro (and) con
prob(ation)(er)
pro(ble)m
pro(ble)matic(ally)
proc(ed)ure
proconsul
Pr(of).
pr(of)an(ation)
profanely
profan(ity)
prof(er)t
profes(sion)(ally)
professor
professorial
pr(of)f(er)(ed)
profici(en)cy
profile
pr(of)it
pr(of)ligate
prof(ound)(ness)
profund(ity)
profu(sion)
prol(ong)(ation)
prom(en)ad(ing)
prom(in)(en)t
pr(one)(ness)
pr(ong)horn
pron(ou)ncea(ble)
pro(of)
propag(and)a
prop(in)qu(ity)
propon(en)t
pros (and) cons
Pros(er)p(in)a
pro(st)r(ation)
prote(st)(ation)
protonema
prounion
prov(en)(ance)
prov(en)i(ence)
prud(er)y
p(sh)aw
psy(ch)as(the)nia
psy(ch)edelic
pu(dd)le
pu(er)il(ity)
pulsomet(er)
pun(ch)(in)ello
purbl
  [purblind]
pyr(one)
py(th)o(ness)

Q

quadrinomial
quadri(part)ite
qua(ff)(ed)
qu(and)(ar)y
quand même
qu(and)(ong)
qu(ar)rel(some)
qu(ea)si(ness)
Que(en)st(ow)n
(question)a(ble)
(question)(ed)
(question)naire
quib(ble)d
qk(en)
  [quicken]
qkly
  [quickly]
qk(ness)
  [quickness]
qks(and)
  [quicksand]
qk-witt(ed)
  [quick-witted]
qui(dd)(ity)
qu(in)(ar)y
qu(in)(in)e

R

ra(bb)i
ra(bb)(in)ical
rab(ble)
ra(ff)(in)ose
raft(er)
rag(ou)t
rag(time)
rai(ment)
rall(en)t(and)o
r(ally)
ram(ble)r
ram(part)
ran(ch)(er)o
r(and)om
ransom(ed)
rappro(ch)e(ment)
r(ar)e(ness)
r(ation)(ally)
rawhide
reabsorp(tion)
rea(cc)ommodate
reac(tion)(ar)y
r(ea)d(er)
readju(st)
readopt(ed)
r(ea)dy-to-we(ar)
rea(ff)irm(ation)
reaf(for)e(st)(ation)
r(ea)l
r(ea)l(ity)
r(ea)lize
realli(ance)
re(ally)
re-ally
reanim(ation)
reappe(ar)(ance)
reappor(tion)(ment)
re(ar)ma(ment)
re(ar)mo(st)
reassem(ble)d
reassur(ance)
reatta(ch)(ment)
reav(ow)(ed)
reb(ound)(ing)
rec(ed)(ed)
receiva(ble)
rcvd
  [received]
rcvr(sh)ip
  [receivership]
reces(sion)al
re(ch)au(ff)é
re(ch)(er)(ch)é
reckon(ed)
recomm(ence)
re-commis(sion)
re-(con)nect
recon(st)ruct(ed)
recr(ea)nt
recr(ea)t(ed)
recre(ation)
redact
r(ed)an
r(ed)d(en)(ed)
red(ed)ic(ation)
redeem(ed)
redeliv(er)
redet(er)m(in)(ed)
r(ed)(ing)ote
redirect(ed)
redisposi(tion)
redistil
redistribu(tion)
redivid(ed)

r(ed)ol(ence)
red(ou)(ble)d
red(ou)bta(ble)
red(ound)(ed)
redraft
redraw
redress
reduce
redund(ance)
re(en)(for)ce
re-(en)tr(ance)
re(for)m(ation)
refr(ing)(en)t
regi(ment)(ation)
Rei(ch)stag
re(in)c(ar)n(ation)
re(in)de(er)
rejuv(en)(ation)
rel(ation)(sh)ip
rem(ed)ial
rem(ed)y
rem(in)isc(ence)
rem(one)tize
R(en)aiss(ance)
r(en)al
re(name)d
renasc(en)t
renavigate
r(en)contre
r(en)dezv(ou)s
r(en)egade
renege
renewal
R(en)o
renom(in)(ation)
ren(ou)nce(ment)
ren(ow)n(ed)
R(en)sselaer
r(en)ti(er)
renum(er)ate
renunci(ation)
repd
  [repaid]
rep(ar)(ation)
re(part)ee
re(part)i(tion)
repeople
re(question)(ed)
requite
rer(ea)d
r(er)(ed)os
reref(in)e
rerun
res(ound)(ing)
re(st)aurant
re(st)h(ar)r(ow)
re(st)ive(ness)
re(st)or(ation)
ret(in)a
ret(in)ue
retroflex
rev(en)ue
rev(er)b(er)(ation)
rev(er)e
Rev(er)e
r(ever)(ence)
r(ever)(en)d
r(ever)ie
rev(er)s(ed)
rev(er)t(ed)
r(ever)y
revolu(tion)(ar)y
re(word)(ed)
rh(in)e(st)(one)
rh(in)oc(er)os
Rhon(dd)a
Rh(one)
ribb(and)
ri(bb)on(ed)
riboflav(in)
ri(dd)(ance)
rifacimento
ri(ff)raff
riflery
ri(gg)(er)
(right)ab
  [rightabout]
(right)e(ou)s(ness)
(right)(ful)ly
rigm(ar)ole
r(ing)(en)t
rit(ar)d(and)o
ro(ar)(ing)
ro(bb)(ed)
ro(bb)(er)y
Roentg(en)
rom(ance)r
Ro(many)
ro(of)(er)
roped(ance)r
ros(ea)te
rosi(ness)
rot(en)(one)
r(ou)(ble)
r(ou)(gh)(en)(ed)
r(ound)ab
  [roundabout]
r(ound)elay
r(ou)(st)ab
  [roustabout]
r(ou)t
r(ou)x
ru(bb)(ed)
ru(dd)(er)
rudi(ment)(ar)y
ru(ff)ian
rum(in)ant
runab
  [runabout]
ru(the)nic
ru(th)(less)(ness)

S

sa(bb)atical
sac(ch)(ar)(in)e
sa(cc)ulat(ed)
sa(ch)em
sa(ch)et
Sacra(ment)o
sacri(st)an
sa(dd)(en)
Sadowa
  [w *pronounced* v]
sa(ff)l(ow)(er)
Said
  [*Port*]
sa(in)thood
salam(and)(er)
salea(ble)
sal(in)a
S(ally)
salt(work)s
s(and)al
s(and)(ar)ac
sangu(in)(ar)y
s(ar)c(en)et
s(ar)coma
s(ar)(ong)
s(ar)sap(ar)illa
Satur(day)
savagery
sawhorse
say-(so)
sca(bb)i(ness)
sca(ff)old(ing)
sc(and)al(ou)s
Sc(and)(in)avian
sc(ar)lat(in)a
sca(the)(less)
Scatt(er)good
scatt(er)gd
  [scattergood]
sc(en)(ar)io
sc(en)(er)y
s(ch)(er)z(and)o
s(ch)ism

s(ch)i(st)
s(ch)ola(st)ic
s(ch)oon(er)
s(ch)ottis(ch)e
sci(ence)
scl(er)osis
sc(of)f
sc(one)
sc(ound)rel
scra(gg)y
scrib(ble)d
scriv(en)(er)
scru(bb)(ed)
scrut(in)ize
scuff
scu(ff)(ed)
scy(the)
sea
s(ea)bo(ar)d
s(ea)f(ar)(ing)
sea-gre(en)
sea-isl(and)
s(ea)man
sé(ance)
se(ar)(ch)(ed)
s(ea)s
s(ea)(sh)ore
s(ea)son(ed)
S(ea)ttle
se(cc)o
sec(ed)(ed)
s(ed)an
sedate
s(ed)ative
s(ed)(en)t(ar)y
s(ed)i(ment)
sedi(tion)
seduc(ed)
seduc(tion)
s(ed)ul(ou)s
se(ed)(time)
se(en)
see(the)d
se(in)(ed)
sel(en)ite
self-(be)lief
self-comm(and)
self-(con)fid(en)t
self-(dis)tru(st)
self-(in)duc(ed)
self-(knowledge)
sell(ou)t
semi-(in)valid
sem(in)(ar)
sem(in)if(er)(ou)s
Sem(in)ole
s(en)esc(ence)
s(en)ile
s(en)il(ity)
s(en)ior(ity)
señor
s(en)t(ence)d
s(en)ti(ment)al(ity)
sep(ar)(ation)
s(er)(en)ad(ing)
s(er)(en)e
s(er)(en)(ity)
s(er)g(ea)nt
s(er)ial
s(er)ies
s(er)(ing)a
s(er)i(ou)s
s(er)um
s(er)vicea(ble)
s(ever)
s(ever)al
s(ever)(ance)
sev(er)e
sev(er)(ity)
S(ever)n
s(for)z(and)o
sh!
(sh)a(bb)i(ness)
(sh)ad
(sh)a(dd)ock
(sh)adi(ness)
(sh)ado(of)
(sh)ad(ow)y
(Sh)adra(ch)
(sh)a(gg)i(ness)
(sh)aked(ow)n
(Sh)akespe(ar)(ea)n
(sh)allop
(sh)all(ow)(ness)
(sh)anghai(ed)
(sh)e(ar)s
(sh)(ea)(the)d
(sh)(ed)d(ing)
(Sh)eean
(sh)eepsh(ea)d
(Sh)(en)(and)oah
(sh)(en)anigan
(sh)(er)iff
(sh)(er)iff's
(sh)(er)i(ff)s
(sh)i(bb)ole(th)
(sh)illy-(sh)(ally)
(sh)(ing)l(ed)
(sh)ipw(right)
(sh)o(dd)y
(sh)(of)(ar)
(sh)ortcom(ing)
(sh)orth(and)
(sh)orthorn
(Sh)o(sh)one
(Sh)o(sh)on(ea)n
(sh)(ou)ld(er)
(sh)dn't
[shouldn't]
(sh)d(st)
[shouldst]
(sh)r(ed)d(ed)
(sh)r(of)f
(sh)ru(bb)(er)y
(sh)ru(gg)(ed)
(sh)u(dd)(er)(ing)
(sh)u(ff)l(ed)
(sh)ut-in
(sh)ut-(in)s
Sib(er)ian
sid(er)(ea)l
Si(er)ra Le(one)
si(gh)thole
sil(ence)d
S(in)ai
s(in)(ful)ly
s(ing)(ed)
s(ing)h
s(ing)ul(ar)
s(in)us
siro(cc)o
si(st)(er)-in-law
Si(st)(in)e
sizea(ble)
skeda(dd)le
skuldu(gg)(er)y
sl(and)(er)(ou)s
slav(er)y
sl(ed)d(ing)
sli(the)r
slo(bb)(er)
slo(th)(ful)(ness)
slu(gg)(ed)
smi(the)re(en)s
smoo(the)r
s(mother)
smu(gg)l(er)
sna(ff)l(ed)
sna(gg)(ed)
snakeroot
sno(bb)i(sh)(ness)
sn(ow)-bl
[snow-blind]
sn(ow)(sh)(ed)
snuff
snu(ff)box
snu(gg)l(ed)

so
[*musical note*]
(so)-(and)-(so)
sobeit
(so)-call(ed)
so(cc)(er)
so(dd)(en)
so(ever)
s(of)a
s(of)fit
s(of)the(ar)t(ed)
sol(en)oid
sombr(er)o
(some)body
(some)(one)
som(er)sault
Som(er)set
(some)(th)(ing)
(some)(time)s
(some)(where)
s(ong)(st)(er)
son-in-law
soon(er)
Soong
soo(the)d
sophi(st)ic(ation)
sor(gh)um
(so)'s
soso
(so)-(so)
s(ou)'ea(st)
s(ou)(ff)lé
s(ought)
s(ound)(less)
s(ou)ta(ch)e
s(ou)(th)ea(st)
s(ou)(the)rn
s(ou)v(en)ir
sov(er)eign
spa(gh)etti
sp(ar)eribs
S(part)an
s(part)e(in)e
sp(ea)keasy
spe(ar)(ed)
Sp(ence)r
Sp(ence)rian
sph(en)oid
sph(er)e
sph(er)oid
spiken(ar)d
sp(in)esc(en)t
sp(in)ose
(spirit)(ed)
(spirit)(less)
(spirit)s
(spirit)u(ally)
(spirit)uel
(spirit)us
spl(en)etic(ally)
sp(ong)e
sp(ong)y
spo(of)
spoon(ed)
sp(right)ly
spr(ing)halt
spr(ing)(time)
squab(ble)d
squally
squ(and)(er)(ed)
squire(ar)(ch)y
(St).
(st)a(bb)(ed)
(st)a(ble)d
(st)a(cc)ato
(st)aff
(st)a(ff)(ed)
(st)a(gg)(er)(ed)
(st)agh(ound)
(St)al(in)grad
(st)am(in)a
(st)(ance)
(st)an(ch)ion(ed)
(st)(and)(ar)d
(st)(and)-by
(st)(and)-in
(st)(and)-(in)s
(st)(and)(ou)t
(st)(and)(st)ill
(st)(ar)like
(st)ateroom
(st)(ation)(ar)y
(st)(ation)(er)
(st)ati(st)ics
(st)e(ar)(in)
(st)(ea)tite
(st)eel(work)(er)
(st)(en)ograph(er)
(st)ep(ch)ild
(st)ep(father)
(st)ep-in
(st)ep-(in)s
(st)ep(mother)
(st)ev(ed)ore
s(the)nic
(st)ia(cc)iato
(st)i(ff)(en)
(st)illborn
(st)ill(ed)
(st)ill(ness)
(st)ills
(still)'s
(st)(ing)(ar)ee
(st)(ing)y
(st)irab(ou)t
(st)ock(in)et
(st)(one)
(st)on(ed)
(st)(one)(work)
(st)oreroom
(st)(ou)the(ar)t(ed)
(st)ra(dd)l(ed)
(st)ra(gg)l(ed)
(st)rai(gh)t(for)w(ar)d
(st)ratosph(er)e
(st)r(en)g(the)n(ed)
(st)r(ing)(en)do
(st)r(ing)(en)t
(st)r(ing)halt
(st)r(ong)hold
(st)r(ong)-will(ed)
(st)r(ong)yle
(st)ru(gg)l(ing)
(st)ry(ch)n(in)e
(St). S(with)(in)
(st)u(bb)(ed)
(st)u(cc)o(work)
(st)uff
(st)u(ff)i(ness)
(st)um(ble)d
subbase(ment)
subcommittee
subconsci(ou)s
sublet
subpoena
subpoena(ed)
subt(er)ran(ea)n
su(cc)es(sion)
su(cc)(in)ct
su(dd)(en)
su(dd)(en)(ness)
suède
su(ff)ix
su(ff)oc(ation)
su(ff)ragi(st)
su(gg)es(tion)
sulph(ar)s(en)ide
sulph(one)
sulta(ness)
summon(ed)
Sun(day)
s(under)
sup(er)dr(ea)dn(ought)
sup(er)(er)og(ation)
sup(er)erogatory
sup(er)ior(ity)
sup(in)(ation)
sup(in)e(ness)

supple(ment)(ar)y
suprar(en)al
surm(ount)a(ble)
sur(name)
surr(ea)li(st)
surr(ound)(ed)
surt(ou)t
su(st)a(in)(ed)
su(st)(en)(ance)
suz(er)a(in)
swa(bb)(ed)
swa(dd)l(ing)
swa(gg)(er)(ed)
swa(st)ika
swa(st)ika(ed)
swa(the)d
Sw(ed)(en)
sweethe(ar)t
sw(in)i(sh)
s(with)(er)
swoon(ed)
sword
sy(en)ite
synaeresis
syncl(in)al
syn(er)esis
synes(the)sia
syr(ing)e
sy(st)em

T

tab(ar)et
ta(bb)y
tabl(ea)u
ta(ble)d
ta(ble)t
taenia
ta(ff)eta
ta(ff)rail
ta(gg)(ed)
taked(ow)n
t(ally)
t(ally)ho
tam(and)ua
tam(ar)ack
tam(ar)isk
Tam(many)
t(and)em
tantam(ount)
t(ar)antula
t(ar)do
T(ar)t(ar)(ea)n
taxpd
  [taxpaid]
tea
t(ea)(ch)(er)
t(ea)cup
t(ea)m(work)
t(ea)pot
te(ar)
t(ea)room
t(ea)s
t(ea)spoon
t(ea)(time)
t(ed)d(er)
t(ed)i(ou)s(ness)
tee(the)d
telaes(the)sia
teleph(one)
telephon(ed)
teleran
temp(er)a(ment)al
tempe(st)u(ou)s
t(en)ac(ity)
T(en)(ness)ee
t(en)uto
t(er)(ed)o
t(er)re(st)rial
te(st)ac(ea)n
te(st)a(ment)(ar)y
te(the)r(ed)
(that)'d
(that)'ll
(that)'s
(the)ace(ou)s
(the)at(er)
(the)e
(their)s
(the)n
(th)(ence)(for)(th)
(The)odore
(there)abs
  [thereabouts]
(there)af
  [thereafter]
(there)at
(there)by
(there)(for)e
(there)from
(there)(in)
(there)(in)af
  [thereinafter]
(there)(in)to
(there)(of)
(The)resa
(there)to(for)e
(there)(under)
(there)unto
(there)(upon)
(there)(with)al
(the)rmomet(er)
(the)ses
(th)iev(er)y
(th)im(ble)rig
(th)(ing)-in-xf
  [thing-in-itself]
(th)is'll
(th)i(st)led(ow)n
(th)i(the)r
(th)or(ou)(gh)go(ing)
(th)(ought)(ful)(ness)
(th)r(ea)t(en)(ed)
(th)reep(ence)
(th)ree(some)
(th)r(en)ode
(th)re(sh)old
(th)ro(bb)(ed)
(th)r(one)
(th)ron(ed)
(th)r(ong)(ed)
(through)(ou)t
(th)u(dd)(ing)
(th)(under)(ing)
(th)(under)(st)ruck
(Th)ur(ing)ian
(Th)urs(day)
ti(dd)ledyw(in)ks
ti(ff)(in)
timb(er)(work)
(time)d
(time)r
(time)s
(time)ta(ble)
tim(ing)
t(ing)(ed)
t(in)y
tire(some)
ti(the)s
toadeat(er)
(to)(and)fro
toba(cc)o
tobo(gg)an
to(dd)l(er)
to-(do)
to(ed)
toenail
t(of)fee
to(gg)le
toil(some)
Tol(ed)o
to(ment)ose
to-(name)
t(one)
ton(ed)
tonelada
t(ong)a

t(ong)ue
t(ong)u(ing)
tonn(ea)u
too(the)d
topfull
tor(ea)dor
tor(er)o
tor(ment)(ed)
torp(ed)o(ed)
tot(ally)
t(ou)can
t(ow)(ar)ds
t(ow)h(ea)d
t(ow)hee
T(ow)n(sh)(en)d
t(ow)nspeople
trab(ea)t(ed)
tracea(ble)
trac(er)y
tra(ch)(ea)l
tra(ff)ick(ing)
trag(ed)i(en)ne
trag(ed)y
tragicom(ed)y
tr(ance)
transcont(in)(en)tal
tran(sh)ip
transm(en)tal
transm(en)t(ation)
trave(st)y
tr(ea)(ch)(er)(ou)s
tre(ble)d
treenail
trenail
treponema
tre(st)le(work)
tri(ch)(in)a
tri(ch)(in)osis
tri(er)(ar)(ch)
tri(gg)(er)
tr(in)(ar)y
tr(in)(ity)
trinodal
trinomial
tri(part)ite
trisac(ch)(ar)ide
tri(st)esse
Tri(st)ram
trit(one)
tro(ch)le(ar)
tro(dd)(en)
tromb(one)
tr(one)
troposph(er)e
tr(ou)(ble)(some)
tr(ou)ss(ea)u
tr(ou)vère
tru(ff)le
trun(ch)eon(ed)
tru(st)ee
tru(st)wor(th)i(ness)
try(ou)t
trypanosome
ts(ar)(in)a
tub(er)ose
  [*adj.*]
tuberose
  [*n.*]
Tues(day)
tuff
tu(ff)ace(ou)s
tufthunt(er)
tu(gg)(ed)
tum(ble)d
tum(ble)r
tum(ble)we(ed)
turb(in)at(ed)
turnab
  [turnabout]
turn(ou)t
turtledove
twa(dd)l(er)
twe(ed)ledum
tw(ing)(ed)
twofold
two(some)
'twdn't
  ['twouldn't]

U

u(dd)(er)
ug(some)
Uitl(and)(er)
ult(er)ior
ultrar(ed)
una(cc)ompani(ed)
unac
  [unaccording]
unac(know)l(ed)g(ed)
unbal(ance)d
unbecom(ing)
unbe(know)n(st)
unbetro(the)d
unbi(dd)(en)
unbl(ea)(ch)(ed)
unblemi(sh)(ed)
unb(less)(ed)
unblfold
  [unblindfold]
un(ch)angea(ble)
uncomely
uncompli(ment)(ar)y
unconceiv(ed)
uncong(en)ial
unconv(en)(tion)al(ity)
undeceiva(ble)
undcvd
  [undeceived]
undcvg
  [undeceiving]
undcld
  [undeclared]
undenom(in)(ation)al
(under)go
underiv(ed)
und(er)ogat(ing)
underogatory
(under)pd
  [underpaid]
(under)(st)(and)(ing)
(under)(world)
undishe(ar)t(en)(ed)
undist(ing)ui(sh)(ed)
undisturb(ed)
undo
und(one)
une(ar)(th)
une(ar)(the)d
uneasy
uneat(en)
uness(en)tial
un(father)(ed)
un(for)e(know)n
unfrly
  [unfriendly]
unfulfill(ed)
unid(ea)(ed)
un(less)
unlesson(ed)
unlr(ed)
  [unlettered]
unlike
unmanagea(ble)
unm(en)(tion)(ed)
unmistaka(ble)
unnec
  [unnecessary]
unpd
  [unpaid]
unp(er)ceiva(ble)
unp(er)cvd
  [unperceived]
unp(er)cvg
  [unperceiving]
un(question)a(ble)
unreceiva(ble)

unrcvd
[unreceived]
unrjcd
[unrejoiced]
unrjcg
[unrejoicing]
unsd
[unsaid]
un(sh)(ea)(the)d
unsph(er)e
un(st)ill
un(time)ly
unt(ow)(ar)d
unwill(ing)
up(right)
usea(ble)
usu(ally)

V

vac(ation)i(st)
va(cc)(in)(ation)
va(in)glori(ou)s
valedic(tion)
valedictory
val(er)ian
v(and)al
V(and)(er)bilt
Vandyke
vaqu(er)o
v(ar)iety
v(ar)y
V(ea)d(ar)
V(ed)a
v(ed)ette
vehe(ment)ly
v(en)al
v(en)al(ity)
v(en)e(er)
v(en)(er)(ea)l
v(en)ge(ance)
v(en)(ou)s
v(en)ture(some)
V(en)us
v(er)(and)a
v(er)b(en)a
v(er)bot(en)
V(er)onica
ve(st)ibul(ar)
vet(er)(in)(ar)ian
vice-(con)sul(ar)
vic(en)(ar)y
viceregal
viceroy
vic(in)age
vic(in)(ity)
vid(er)uff
villa(in)ess
v(in)(er)y
violone
vio(st)(er)ol
vi(sion)(ar)y
vivandière
V-J (Day)
volum(in)(ou)s
vot(ar)y

W

wab(ble)d
wa(dd)(ed)
wa(ff)le
waft(er)
wage(work)(er)
wa(gg)(ed)
wagon(er)
wagonette
wa(in)w(right)
wakerife
walk(ou)t
Wal(th)am
w(and)(er)(er)
w(ar)(ble)r
w(ar)eroom
w(ar)y
wa(sh)(ou)t
wasn't
wat(ch)(word)
wat(er)(work)s
Watt(ea)u
w(ea)k-will(ed)
w(ea)l(th)i(ness)
we(ar)
we(ar)i(some)
w(ea)(the)r(ed)
we(bb)(ing)
w(ed)d(ing)
W(ed)nes(day)
wei(gh)ti(ness)
welcome
well-(be)(ing)
well-(know)n
well-to-(do)
W(en)ceslaus
w(er)(en)'t
(wh)(ar)f(ing)(er)
(wh)atso(ever)
(wh)(ea)te(ar)
(wh)e(ed)l(ing)
(wh)eelw(right)
(wh)(ence)
(where)abs
[whereabouts]
(where)as
(where)by
(wh)(er)e'(er)
(wh)(er)(ever)
(where)(for)e
(where)(in)to
(where)(of)
(where)so(ever)
(where)(through)
(where)to
(where)(upon)
(where)(with)al
(wh)e(the)r
(wh)i(ch)(ever)
(wh)i(ch)'ll
(wh)i(ff)letree
(wh)irlab
[whirlabout]
(wh)i(st)l(ed)
(wh)ite(ness)
(wh)i(the)r
(wh)o(ever)
(wh)oredom
(wh)oso(ever)
wick(er)(work)
wi(gg)le
(Will)
will(ed)
William
(will)-o'-(the)-wisp
wills
(Will)'s
w(in)(er)y
W(in)gate
w(in)(some)(ness)
wired(ance)r
wiredrawn
wire(work)s
wiseacre
wit(ch)es'-(be)som
(with)e
(with)(er)(ed)
(with)(ou)t
wob(ble)d
woebeg(one)
wood(work)(er)
(word)(ing)
(word)(less)
(Word)swor(th)
(work)a(day)
(world)li(ness)
(world)-wide

wda
  [woulda]
wd-be
  [would be]
wdn't
  [wouldn't]
wd(st)
  [wouldst]
w(ound)(ed)
wr(ea)(the)d
w(right)
wri(the)d
wr(ong)h(ea)d(ed)
wr(ought)
Wy(and)otte

X

xan(the)(in)
x(en)on
X-ray
  [*precede by letter sign*]
xyloph(one)

Y

ya(bb)(er)
ye(ar)l(ong)
ye(ar)n(ed)
Y(ea)ts
ye(gg)man
ye(st)(er)(day)
Yi(dd)i(sh)
yo(gh)urt
(you)'d
(you)'ll
y(ou)'n
(young)(st)(er)
(Young)st(ow)n
(you)'re
yrs
  [yours]
y(ou)'s
(you)'ve

Z

z(en)i(th)
z(er)o
z(ing)(ar)o
zi(the)r
z(one)
zon(ed)
zuc(ch)etto
zuc(ch)(in)i
zw(ing)lian
zymog(en)ic
zymomet(er)

When printed in italics in an English text, the following words may *not* be considered to be anglicized words and they must be written in uncontracted braille.

ab initio
à bon marché
a capriccio
acciaccatura
àcheval
à couvert
affaire d'amour
allargando
anno Domini
a rivederci
arrivederci
auf Wiedersehen
beau geste
bon jour
bouffe
conversazione
débouché
dejeuner
divertissement
douceur
ecce
enceinte
entre nous
ergo
garçon
Götterdämmerung
habeas corpus
kloof
nota bene
opéra comique
outré
parti pris
passe-partout
pourboire
pourparler
rechauffé
rentier
secco
verboten

Appendix C

Alphabetical Index of Braille Signs

Alphabet and Numbers

For Writer

1	2	3	4	5	6	7	8	9	0
a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				

For Slate

1	2	3	4	5	6	7	8	9	0
a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				

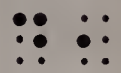
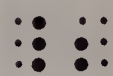
Contractions, Word Signs, and Short-Form Words

	Writer	Slate		Writer	Slate
A			across	acr	acr
about	ab	ab	after	af	af
above	abv	abv	afternoon	afn	afn
according	ac	ac	afterward	afw	afw

	Writer	Slate
again	ag	ag
against	ag(st)	ag(st)
ally		
almost	alm	alm
already	alr	alr
also	al	al
although	al(th)	al(th)
altogether	alt	alt
always	alw	alw
ance		
and		
ar		
as		
ation		
B		
bb		
be		
because	(be)c	(be)c
before	(be)f	(be)f
behind	(be)h	(be)h
below	(be)l	(be)l

	Writer	Slate
beneath	(be)n	(be)n
beside	(be)s	(be)s
between	(be)t	(be)t
beyond	(be)y	(be)y
ble		
blind	bl	bl
braille	brl	brl
but		
by		
C		
can		
cannot		
cc		
ch		
character		
child		
children	(ch)n	(ch)n
com		
con		
conceive	(con)cv	(con)cv
conceiving	(con)cvg	(con)cvg

	Writer	Slate
could	cd	cd
D		
day		
dd		
deceive	dcv	dcv
deceiving	dcvg	dcvg
declare	dcl	dcl
declaring	dclg	dclg
dis		
do		
E		
ea		
ed		
either	ei	ei
en		
ence		
enough		
er		
ever		
every		

	Writer	Slate
F		
father		
ff		
first	f(st)	f(st)
for		
friend	fr	fr
from		
ful		
G		
gg		
gh		
go		
good	gd	gd
great	grt	grt
H		
had		
have		
here		
herself	h(er)f	h(er)f
him	hm	hm

	Writer	Slate
himself	hmf	hmf
his	⠓	⠓
I		
immediate	imm	imm
in	⠔	⠔
ing	⠬	⠬
into	⠔⠊	⠔⠊
it	⠭	⠭
its	xs	xs
itself	xf	xf
ity	⠬⠽	⠬⠽
J		
just	⠚	⠚
K		
know	⠅	⠅
knowledge	⠏	⠏
L		
less	⠇	⠇
letter	lr	lr
like	⠕	⠕
little	ll	ll

	Writer	Slate
lord	⠾	⠾
M		
many	⠍	⠍
ment	⠻	⠻
more	⠍	⠍
mother	⠍⠮	⠍⠮
much	m(ch)	m(ch)
must	m(st)	m(st)
myself	myf	myf
N		
name	⠝	⠝
necessary	nec	nec
neither	nei	nei
ness	⠎	⠎
not	⠝	⠝
O		
o'clock	o'c	o'c
of	⠷	⠷
one	⠐	⠐
oneself	(one)f	(one)f
ong	⠛	⠛

	Writer	Slate
ou		
ought		
ound		
ourselves	(ou)rvs	(ou)rvs
ount		
out		
ow		
P		
paid	pd	pd
part		
people		
perceive	p(er)cv	p(er)cv
perceiving	p(er)cvg	p(er)cvg
perhaps	p(er)h	p(er)h
Q		
question		
quick	qk	qk
quite		
R		
rather		
receive	rcv	rcv

	Writer	Slate
receiving	rcvg	rcvg
rejoice	rjc	rjc
rejoicing	rjcg	rjcg
right		
S		
said	sd	sd
sh		
shall		
should	(sh)d	(sh)d
sion		
so		
some		
spirit		
st		
still		
such	s(ch)	s(ch)
T		
th		
that		
the		
their		

	Writer	Slate
themselves	(the)mvs	(the)mvs
there		
these		
this		
those		
through		
thyself	(th)yf	(th)yf
time		
tion		
to		
today	td	td
together	tgr	tgr
tomorrow	tm	tm
tonight	tn	tn
U		
under		
upon		
us		
V		
very		

	Writer	Slate
W		
was		
were		
wh		
where		
which		
whose		
will		
with		
word		
work		
world		
would	wd	wd
Y		
you		
young		
your	yr	yr
yourself	yrf	yrf
yourselves	yrvs	yrvs

Punctuation, Composition Signs, and Other Symbols

	Writer	Slate
accent sign		
apostrophe ’		
asterisk *		
bracket, opening [		
bracket, closing]		
capital sign, single		
capital sign, double		
cent sign ¢		(same)
colon :		(same)
comma ,		
dash —		(same)
dash, double ——		(same)
decimal point .		
ditto sign ″		
dollar sign $		
ellipsis . . .		
exclamation point !		
fraction line / or –		
guide dot		
hyphen -		(same)

Punctuation, Composition Signs, and Other Symbols

	Writer	Slate
italic sign, single		
italic sign, double		
letter sign		
number sign #		
oblique stroke /		
omission sign		
parenthesis, opening (		(same)
parenthesis, closing)		(same)
pence (sterling coinage) d		
percent sign %		
period .		
pound (sterling coinage) £		
question mark ?		
quotation mark, double opening, “		
quotation mark, double closing, ”		
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